

2019-2020



WATERLOO CATHOLIC DISTRICT SCHOOL BOARD BUDGET REPORT

PREPARED BY FINANCIAL SERVICES

This report is intended to help stakeholders understand Ministry requirements, while drawing connections between the budget presented by the management and the commitment to student development. Special thanks to Laura Isaac, Rob Connolly and the rest of the Financial Services Team for their work in preparing our budget and associated presentation materials, and to the senior team for their efforts in making thoughtful decisions in light of complex funding reductions.



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Message from the CFO

Dear Parents, Students, and Catholic School Supporters,
On behalf of senior administration, I am pleased to provide you with details on the proposed 2019-2020 school year budget.

I am pleased to report that the proposed budget is balanced, meets all legislative and regulatory requirements, fulfills contractual requirements, satisfies Board policy, and supports many priorities contained in the following long-term plans:

- Multi-Year Strategic Plan
- Board Improvement Plan for Student Achievement
- Long Term Accommodation Plan
- Energy Conservation and Demand Management Plan
- Information Technology Strategic Plan

As you will read in this document, with the advent of a new government and a shift in provincial priorities with a focus on debt reduction, several changes to our budget were required. Funding reductions for both elementary and secondary panels, support staff, and other key areas were introduced as part of the government's proposed plans for 2019-2020. The government continues to consult with stakeholders on specific policy changes. As a result, further funding amendments may be introduced in the coming months.

A major pressure faced as part of this budget process is a proposed class size change in secondary schools from an average of 22:1 to an average of 28:1. The Ministry has adjusted funding to align with the higher class size ratio, but local collective agreements require the Board to staff at an average ratio of 22:1. The result is we have placed a number of secondary teachers in our high schools for which there is no funding. It is hoped that through the central labour negotiation process (2019) boards managing this pressure will be provided with some relief, hopefully for all or part of 2019-2020.





Some of the strategies used to balance the budget include:

- Deferral of equipment purchases including laptops, personal computers, Chromebooks, vehicles, furniture, and custodial equipment
- Reduction of support and academic staff throughout the system
- Reduction of centralized professional development requiring release time
- Reduction of departmental professional development budgets
- Reduction of school budgets
- Reduction in maintenance budgets

Further, a spending freeze was implemented in 2018-2019 to increase surpluses available for 2019-2020 and future years should they be needed.

While the depth and breadth of the proposed reductions may seem daunting, senior administration believes that the system is resourced in a way that provides students with opportunities, experiences, and instruction that are the envy of most jurisdictions in the world.

Our Board continues to be proud of our strong graduation rates, EQAO scores, a diverse and supported student population whose families value faith-based education, and staff committed to student success and wellness. Additionally, enrolment continues to grow at record rates with a projected 3.3% increase over 2018-19 and a gain in student market share over 2017-2018.

Thank you for choosing and supporting Waterloo Region's Catholic Schools, a place where we are all called to belong.

Respectfully,

Shesh Maharaj, MBA, CPA, CGA

Our Vision Our Mission Our Beliefs

About Us

Our Vision

Our Catholic Schools: heart of the community -- success for each, a place for all.

Our Mission

As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world.

Our Beliefs

All students nurtured in a community grounded in our Gospel values, and experiencing authentic learning environments of collaboration, inquiry and engagement, will become global citizens who transform God's world.

We maximize the God-given potential of each child when we welcome all students, believe in all students and instill hope in all students, basing our decisions on stated priorities.

In fostering students who meet the Ontario Catholic School Graduate Expectations we also produce successful and independent global 21st century learners who give witness to their faith.

CALLED TO BELONG

*"All are one in Christ Jesus."
(Galatians 3:28)*



GATHERED TO BECOME

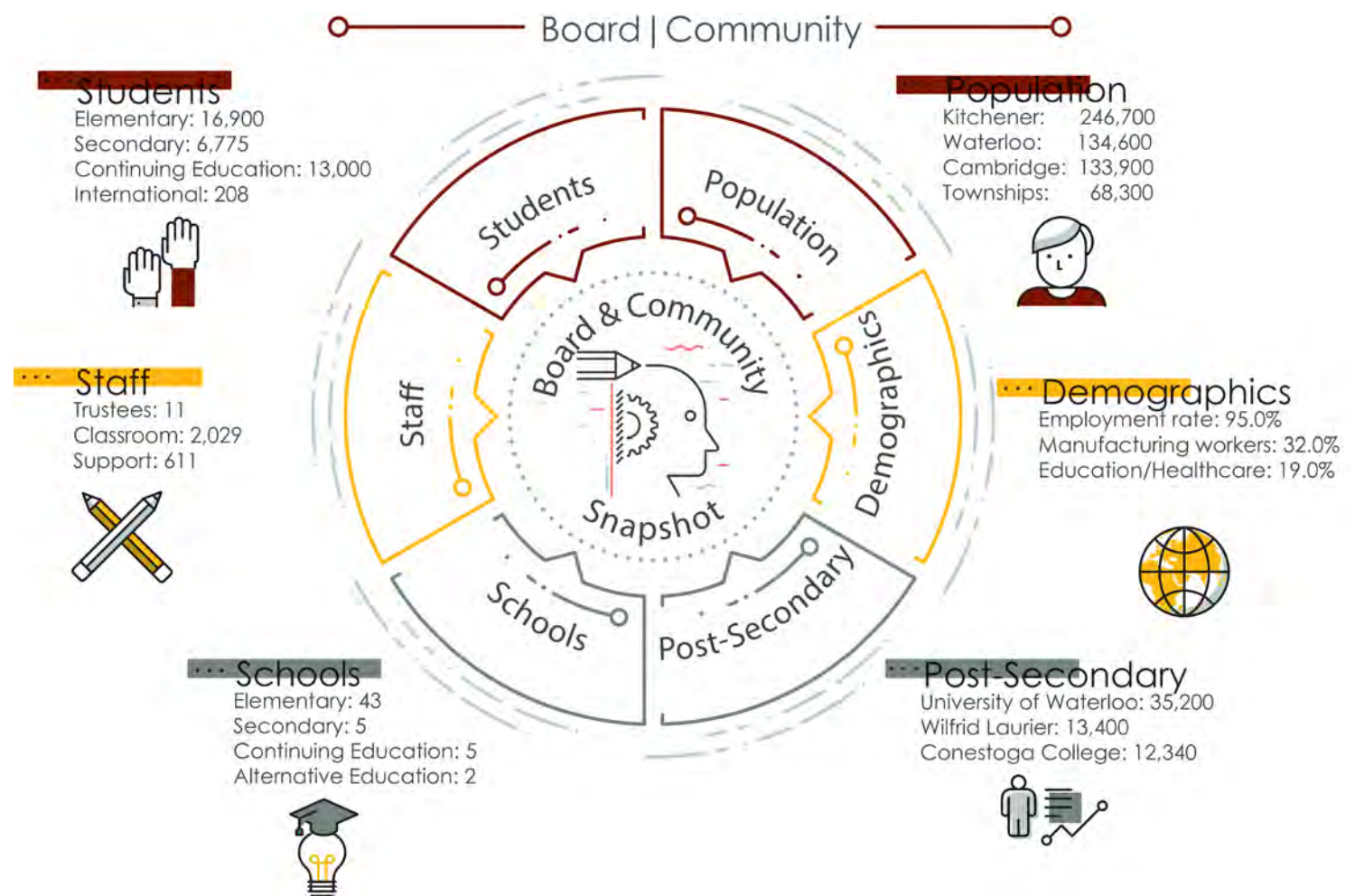
*"I am the bread of life."
(John 6:35)*



SENT TO BUILD

*"Go into the world and proclaim the
Good News to all creation."
(Mark 16:15)*





Board of Trustees



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Senior Staff



Provincial Context

Election Proposals

Following an election in the spring of 2018, Ontarians experienced their first change in government in 15 years. The new government had listed a variety of priorities related to education in their election platform. The campaign website contained the following proposals:

- Scrap discovery math and inquiry-based learning in classrooms and restore proven methods of teaching.
- Ban cell phones in all primary and secondary school classrooms, in order to maximize learning time.
- Make mathematics mandatory in teachers' college programs.
- Fix the current EQAO testing regime that is failing our kids and implement a standardized testing program that works.
- Restore Ontario's previous sex-ed curriculum until we can produce one that is age appropriate and broadly supported.
- Uphold the moratorium on school closures until the closure review process is reformed.
- Boost funding for children with autism, committing \$100 million more during the mandate.

Provincial Debt

Upon departing, the previous government indicated their records showed a projected annual deficit amount of \$6.7B for 2018.

Shortly thereafter, Ontario's Auditor General reported that the anticipated deficit for 2018 was actually \$11.7B.

In September of 2018, the current government indicated the deficit was understated and the province was on track for an annual deficit of \$15.0B.

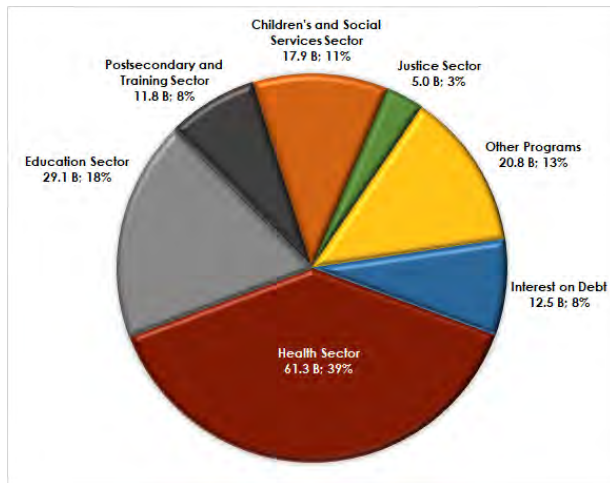
While each source may view the deficit differently, all agree that annual expenses exceed projected revenues. The technical term for this is a structural deficit and the actions required are either a reduction in spending, implementing methods to increase revenues, or some combination of the two. As the major source of revenues for the province is taxation and because the government has committed to lowering taxes for many groups, it makes sense that the government's focus will become one of spending reduction.



Provincial Spending

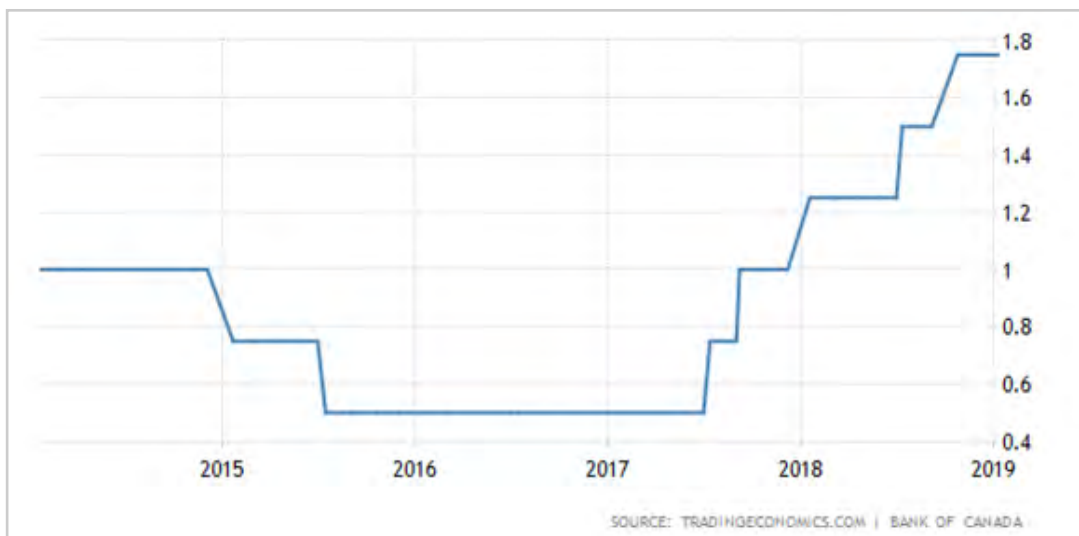
Healthcare (\$61.3B) is the highest spend area for the province, followed by education (\$29.1B), and interest costs on debt (\$12.5B) is third.

In December of 2018, Moody's Investor Service downgraded the province's credit rating citing multiple years of projected deficits.



The impact of a lower credit rating is higher debt costs which will compound the province's deficit issue.

The graph below shows Canadian interest rates:



As Canadian interest rates trend upwards, provincial credit deteriorates, and if annual deficits continue, spending on annual debt costs may soon approach education spending.

Provincial Context

Spending Reduction Measures

Shortly after the government took power, the accounting firm of Ernst and Young was commissioned to undertake a 'Line-by-line Review of Ontario Government Expenditures'.

Within the Ernst and Young report, one of the goals of the review was outlined as "The Government has indicated an objective of efficiency gains in the order of four cents on the dollar".

As the majority of spending in education is on salaries and benefits (approximately 85%), it was expected that some form of workforce reduction would take place.

In the fall of 2018, the government undertook a variety of consultation processes, two of which included proposals on workforce reduction. The results of these consultation processes informed the proposed provincial and ministry budgets.

The Ministry of Education continues to consult on class size increases and further changes may be implemented in the coming months.



Education in Ontario Consultation

In December 2018, Ontario concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across the province.

The consultation sought public feedback in the following areas:

- Improving student performance in Science, Technology, Engineering & Math (STEM)
- Preparing students with needed job skills, such as skilled trades and coding
- Improving provincial standardized testing
- Ensuring students graduate with important life skills, including financial literacy
- Managing the use of technology in classrooms, such as cell phones
- Building a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis
- Developing the first-ever Parents' Bill of Rights

Source: <http://www.edu.gov.on.ca/eng/parents/consultations.html>

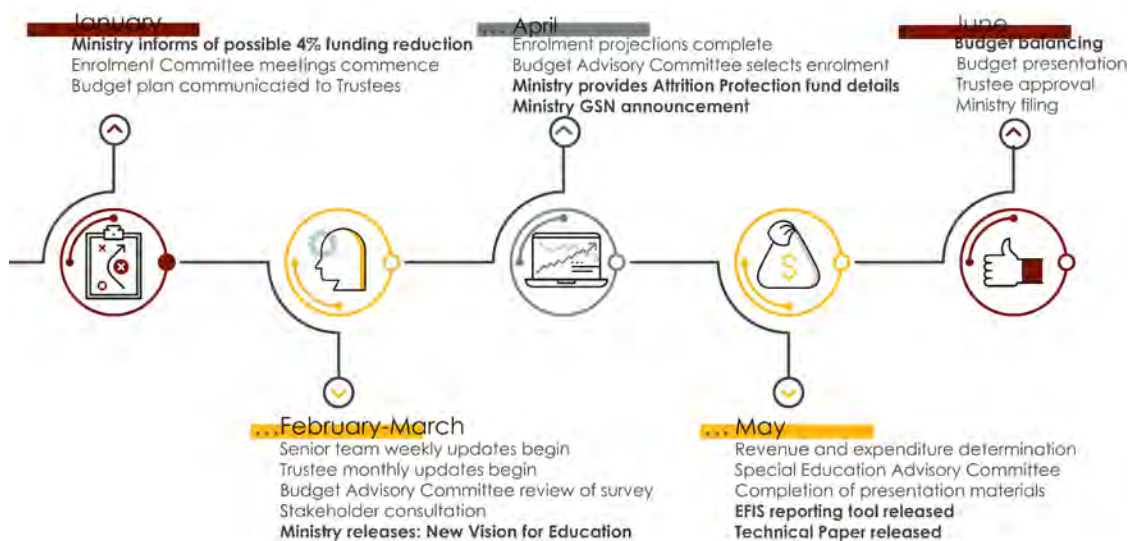
Given the aforementioned funding reductions, the processes to prepare and balance the 2019-20 budget were complex and lengthy. The senior team began budget discussions in December of 2018 and balanced the budget in early June 2019.

One of the major challenges in budget development was the timing of budget information released by the province. Grants for the upcoming year have been typically announced in March. This year budget information was provided in parts beginning in December. The official grant memo was received in late April, and our ability to calculate and verify grants was limited until late May. As of the date of writing, information on the government's Priorities and Partnership Fund remains outstanding.

As part of budget development where funding reductions were significant, senior administration elected to adopt the following guiding principles to guide the budget process.

1. Follow the Money – that is, where funds are provided to support specific initiatives (for example Priorities and Partnership Fund grants), these funds will be added to the budget as well as the associated supports and services.
2. Support What is Good for Students – acknowledging that resources and services will be reduced, the impact on students and their experience will be protected as much as possible
3. Budget the Plan – continuing to be faithful to the commitments made in our multi-year plans

While not ideal, reductions did require careful consideration as to how programs could be run while minimizing costs. Reinventing and revisoning how activities could be carried out underpinned many discussions.





Our Plans

One of the 2019-2020 budget guiding principles references plans that were used to develop the budget.

Our major multi-year plans have been published to our website and are described below for reference.

[Multi-Year Strategic Plan](#) (MYSP) – The MYSP is a document which outlines the Board's major priorities for the three-year period ending 2021-2022. The document also contains action plans and a requirement to monitor performance against the plan. Many of the action items in the MYSP are supported by the proposed budget.

[Board Improvement Plan for Student Achievement](#) (BIPSA) – the BIPSA is the overarching plan used by senior staff to guide academic decision-making, resource allocation, and learning priorities. The BIPSA also informs school level planning for teacher development and instructional practices. Our BIPSA is supported by the proposed budget.

[Long Term Accommodation Plan](#) (LTAP) – the LTAP is a document which sets out plans for school accommodation and building renewal. The plan contains demographic information, enrolment projections, a list of upcoming boundary reviews, school profiles, and planned capital projects. The LTAP informs the budget of the need for temporary accommodation, enrolment growth, staffing, and capital projects.

[Energy Conservation and Demand Management Plan](#) (ECDMP) – the ECDMP is a plan that provides a listing of energy saving initiatives, energy reduction targets, sustainability, and greenhouse gas reduction strategies. This plan drives the need to budget for preventative equipment and building maintenance, repairs, monitoring, equipment renewal, and green practices at schools.

[Information Technology Strategic Plan](#) (ITSP) – the ITSP provides a map for information technology priorities and requirements over a five-year period. The ITSP is refreshed on an annual basis to account for changes in technology and changing requirements due to student needs. The ITSP is supported by the 2019-2020 budget, but certain equipment purchases have been deferred to a future year.

[Mental Health and Well-Being Plan](#) – the Mental Health and Well-Being Plan is a plan that identifies the need for the well-being of students, families and staff by addressing the enhancement, and addition to, programs pertaining to the development of resiliency, strengths based education, social and emotional learning, and behavioural competence within the context of Catholic education and our Catholic community.

[Pastoral Plan](#) – the new Pastoral Plan (2019-2021) was launched in February 2019 with the Call To Belong. This 3 year plan aims to embody the spirit of our faith, and is a response to the pastoral letter, Renewing the Promise. The plan will center on the theme Gathered to Become in 2020 and will conclude with Sent to Build in 2021.

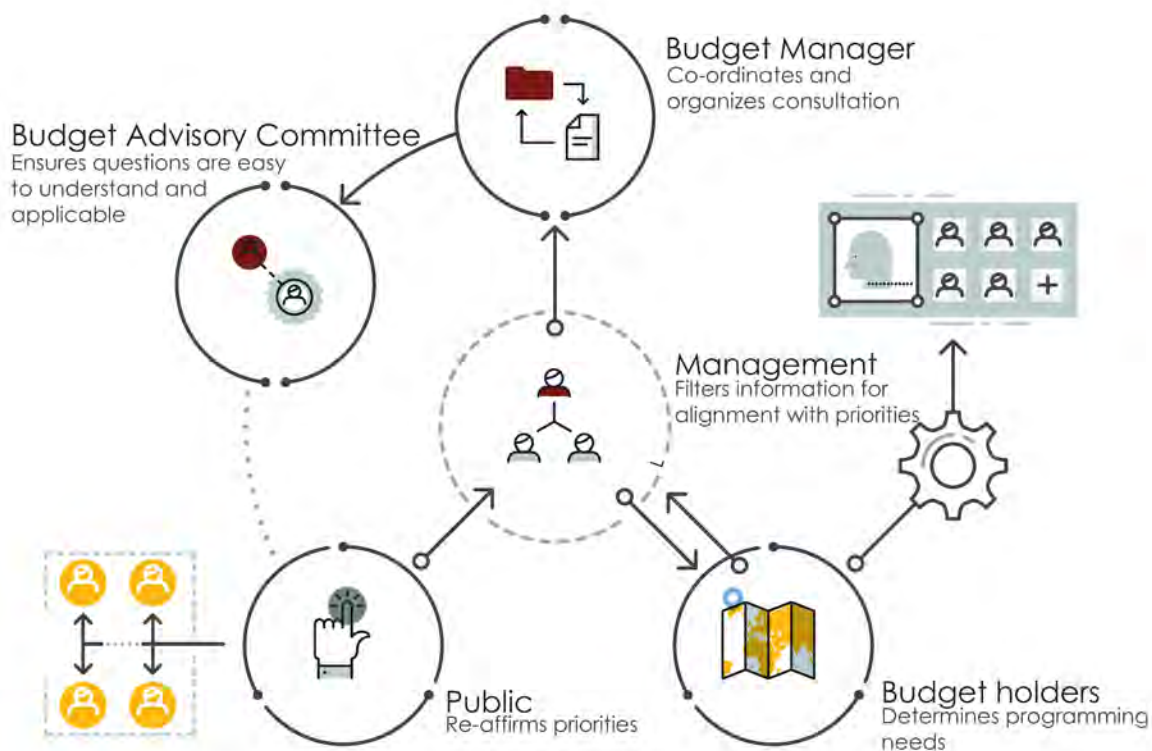
The Board utilizes the expertise of a Budget Advisory Committee which is comprised of trustees, community members, senior administration and principal representatives. This committee is primarily responsible for approving the on-line public consultation survey questions and determining enrolment.

The on-line public survey is a joint effort between senior administration and the Budget Advisory Committee. The challenge faced by the Board during consultation is that there are very few discretionary funds available, resulting in little flexibility within the budget.

This year, the survey focused on the key priorities identified previously, as well as areas for improvement and enhancements.

The Board received 823 responses (2018-2019: 517) to the survey. The full results can be found in Appendix III.

Budget Consultation



Major Budget Changes

There are changes to budgets and staffing across the system, the most significant of which are outlined below.

Class Size Changes

One of the most far reaching and widely known funding reductions relates to a proposed change in class size at secondary schools across the province. While the Ministry continues to consult on class sizes, the Ministry's funding memo indicates a shift from the current average of 22 students per teacher to a new average of 28 students per teacher.

As an offset to the significant impact posed by the class size change, the government is introducing a new attrition fund for up to four years to protect teaching staff impacted by the proposed changes, allowing school boards to phase in the proposed class sizes. Through this four-year attrition protection, funding will be provided to top-up school boards where the change in funded classroom teachers exceeds actual attrition and other voluntary leaves.

Increased class sizes do not come without consequences.

Increasing the average class size in secondary schools to 28:1 will have the consequence of creating some classes between 35 and 40 students. Classes which must run at smaller ratios will place pressure on other classes, creating the need for the larger classes, and/or the smaller classes will be cancelled.

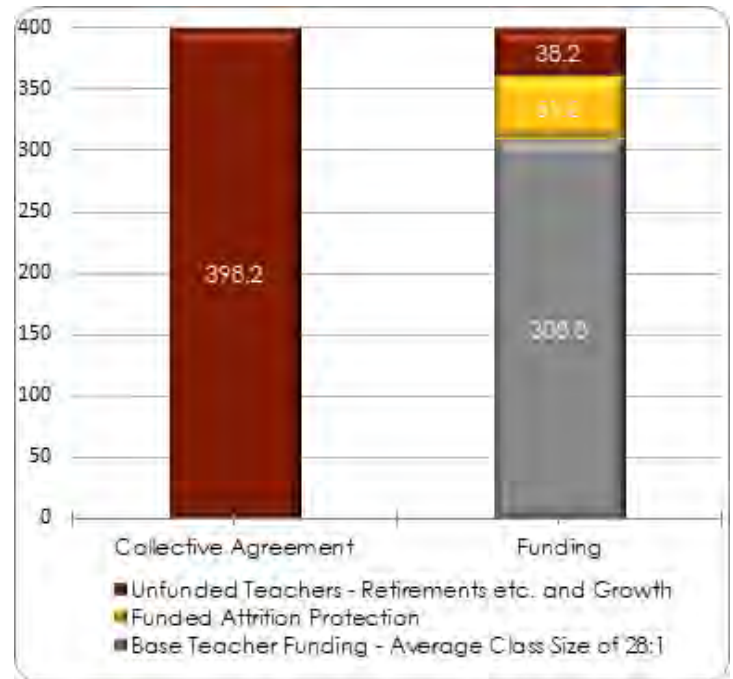
Increased class sizes at the secondary level will impact the Board's ability to offer specialized and elective courses such as the arts, technology, and languages. It will also place a strain on smaller schools in terms of their ability to offer all the senior math and science courses. As a result, schools will have difficulty offering viable pathways to students which may be an unintended consequence of such a dramatic shift.

The increase in class sizes also makes the goal central to our Board Learning Improvement Plan of "responding to the learner" more challenging. There is less opportunity to personalize instruction to student need and students who are at risk. Unfortunately, students differentiated learning needs may be less likely to receive the attention, accommodation and differentiation they may require.



Local Collective Agreement Language

A significant challenge that the Board faces is a provision in the local collective secondary teacher agreement that requires secondary school staffing levels to be no more than an average 22 students per teacher. This creates a significant funding pressure as the government will fund average class sizes at 28 students per teacher. While the attrition fund assists somewhat, there is still a \$3.9M expenditure for secondary school teachers for which there is no funding. It is hoped that relief will be provided through the central labour negotiations process.



Deferral of Equipment Purchases

As part of the strategy to balance and to stay consistent with our guiding principles, equipment that would have been refreshed during the 2019-2020 school year will be refreshed in 2020-2021. This includes:

- Personal computers
- Laptops
- Chromebooks
- Maintenance vehicles and other equipment

Funds to manage equipment failure have been included in the budget where necessary.

Reductions

In addition to the items noted above, a variety of supports and services were removed from the budget. These include sections and staff from student success, student services, and program services. Additionally budgets across the system were reduced including allocations for schools, professional development, facility operations, and special projects.

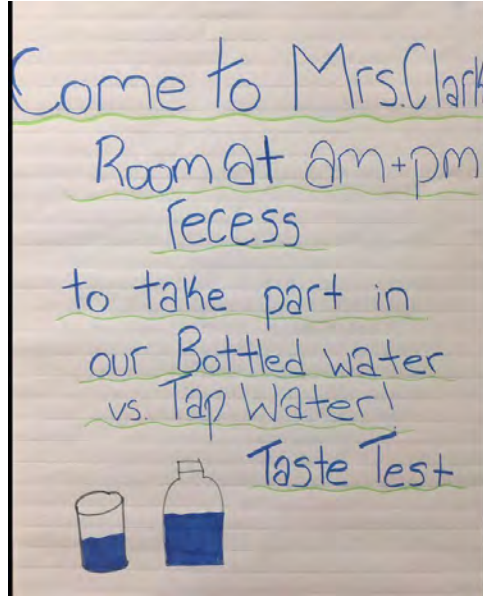
Funding Changes

Consistent with the government's communication on reducing the annual provincial deficit, several reductions were outlined in announcements on funding for 2019-2020.

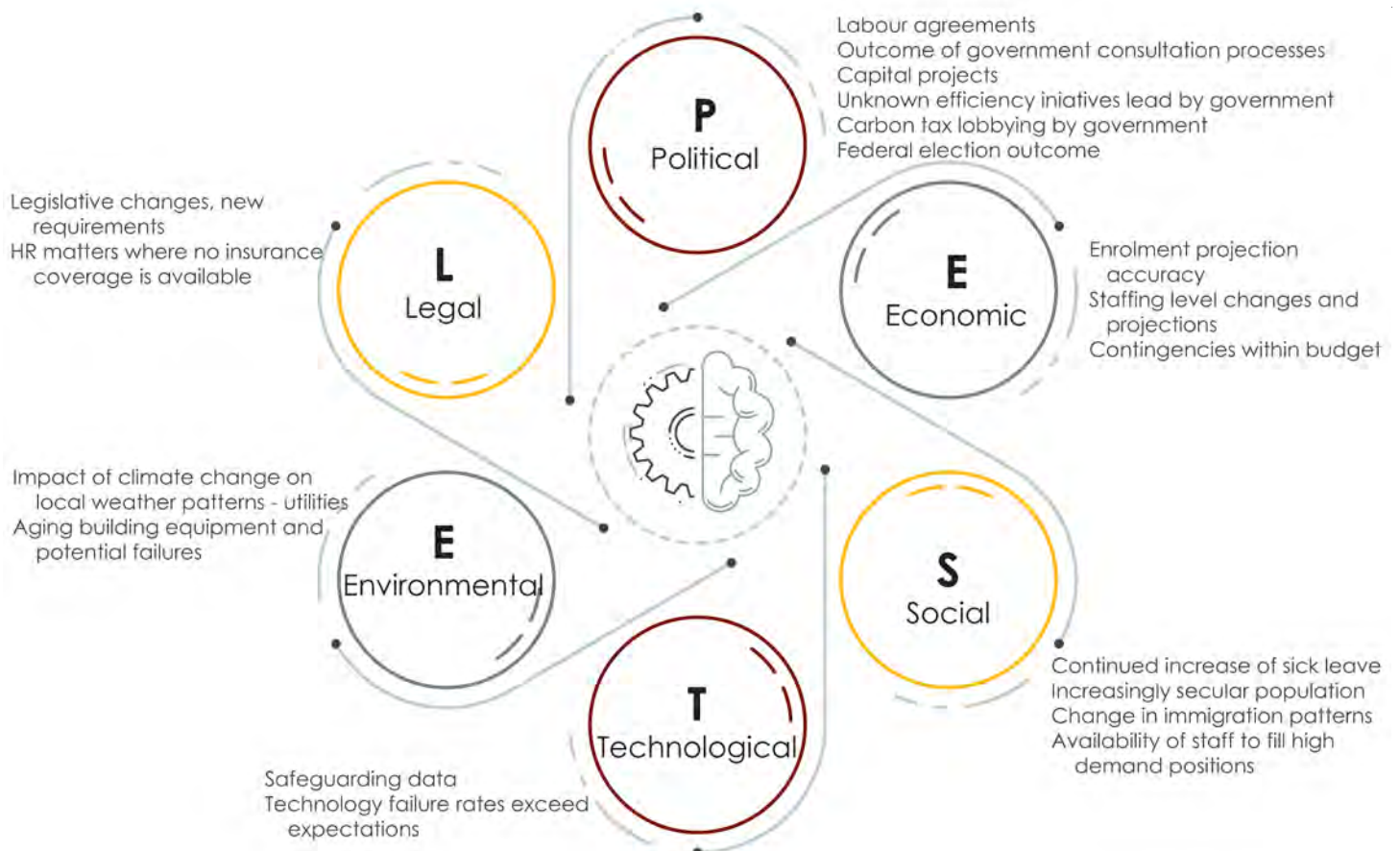
Funding Area	Narrative	Impact
DECE Funding	Classroom staffing ratio reduced from 1.14 FTE to 1.0FTE.	\$ (648,658)
Grade 4-8 Average Class Size Funding	Funding for average class size will now be based on 24.5 pupils per teacher versus 23.84 pupils per teacher. As there is no associated service reduction, this is a funding pressure.	(608,363)
International student fee	Grants will now be reduced by \$1,300 per international student that attends the school system. As tuition fees were already set for 2019-2020, this is a funding pressure.	(270,400)
Local Priorities Funding	Local priorities funding was provided to school boards as part of a previous round of central labour negotiations. The funding expires in 2018-2019. 73 positions were funded from this grant, many of which directly support high needs students. As these positions are required, the lack of funding in this area will create a funding pressure.	(2,720,173)
Adjustment for Support Workers	Funding for support staff workers was reduced which will create a funding pressure. Rolling back salaries cannot be done contractually.	(291,877)
Classroom Loading Factors	Funding benchmarks to operationally maintain classrooms in secondary schools have been reduced due to increased class sizes.	(168,262)
Change in Secondary Class Sizes	The province has proposed moving average class size ratios at secondary schools to 28:1 and has adjusted proposed funding levels to match. The local secondary teacher collective agreement specifies that average class size ratios must be 22:1. The cost of maintaining unfunded teachers is shown here.	(3,857,691)
Total GSN funding reductions for 2019-2020		\$ (7,916,766)

Additionally, Priorities and Partnership Funds (PPF, formerly Education Program Other (EPO Grants) have been reduced for the upcoming year. While some funds have been held in abeyance by the government, no information has been provided on what priorities they might address or when they might be released.

	2018-2019 Revised Estimates	2019-2020 Estimates
Fundamentals of Mathematics	\$ 477,314	\$ 335,825
Mental Health Workers in Schools	255,102	189,014
Supporting Students w/ Severe LD	215,000	32,000
OYAP	194,746	200,555
Special Education Assessments	147,026	-
Well-Being	143,255	TBD
Experiential Learning	134,211	81,921
Innovation in Learning Fund	108,111	-
Renewal of FSL	97,690	-
Community Use of Schools	77,600	-
Parents Reaching Out	47,265	16,203
Gap Closing - Literacy	45,500	-
Continuing Education	35,000	35,000
Leadership Mentoring and Appraisal	31,676	-
Speak up grants	25,000	-
Recreational Cannabis Legislation	19,300	-
Indigenous Curriculum	18,000	30,400
Total Priorities and Partnership Funds	\$ 2,071,796	\$ 920,918



Key Planning Risks





Program Highlight

St. Don Bosco – Alternative Programming Sites

One of the many programs offered by the Board is alternative education at St. Don Bosco. Some students require a different environment in order to achieve their academic and personal goals. This program provides students who may struggle with learning in a traditional school setting with an alternative, supported learning environment where they can work on the independently selected credits. Staff are passionate about working with disadvantaged youth and believe in seeing students as people first.

This program provides an opportunity for students to:

- Understand that they are valued members of a caring Catholic Faith Community;
- Demonstrate the Ontario Catholic School Graduate Expectations;
- Develop the skills and attitudes to be successful in school, work, and in their home communities;
- Progress academically through credit attainment; and
- Contribute to the community through service-learning activities.

What does the program look like?

- Academic Credits: with the guidance and support of staff, students will work towards completing credits through technology, small group work and independent study;
- Community Involvement: students participate in community service activities (i.e. Food Bank, St. John's Kitchen, St. Vincent de Paul, Recycle cycle etc.);
- Nutrition for Learning: Providing healthy breakfasts, lunches and snacks for students to help them to be ready to learn;
- Pathways Planning: Career planning, workplace co-op, dual credit, trips to Conestoga College, connections with Lutherwood Employment Services and Cambridge Career Connections, and tours of St. Louis;
- Personal Life Management: regular meetings with the Child and Youth Care Workers to discuss personal socio-emotional and behavioural issues and to develop the skills necessary to more effectively problem solve.

Who was St. Don Bosco?

John Bosco, popularly known as Don Bosco, was an Italian Roman Catholic priest, educator and writer of the 19th century. While working in Turin, where the population suffered many of the ill-effects of industrialization and urbanization, he dedicated his life to the betterment and education of street children, juvenile delinquents, and other disadvantaged youth. He developed teaching methods based on love rather than punishment, a method that became known as the Salesian Preventive System.



Success stories by St. Don Bosco staff

Student: BD

We had a student that had a really low credit count come to us last year after they were not being successful in their home school and has made great progress in the program, where they are in a position to graduate in June.

The student struggled with mental health issues (severe anxiety resulting in low attendance). The large school environment was too much for them, but when they came to Bosco, they showed that they could be successful taking academic and university level courses.

Through individualized programming, social/emotional skill building, co-op opportunities and guidance on pathways for post-secondary, the student will be graduating this June and will be attending a local college in the program suited to their career choice. During their time at Bosco they were given a quiet workspace, 1:1 guidance on their courses, guidance on post-secondary pathways and most of all, encouragement that they would make it through.

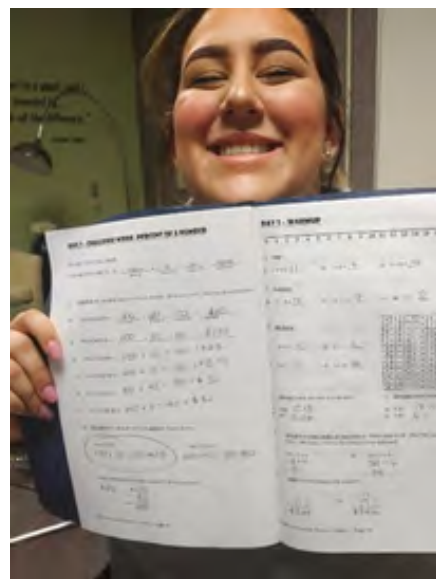
As the student didn't have all the requirements to apply to university, but was their future dream, they are going to attend the 2 year college program and then go through the college to university bridging program to ultimately attain their undergraduate degree. This was attainable as they became committed to their goals during their time at Bosco.

The student messaged the Bosco team to let us know they were accepted into several different college programs and said "Thank you! Thank you for all your help there is no way I'd be where I am without all the help from you all."

Student: Breanna

"I suffered from BPD (borderline personality disorder). This undiagnosed disorder at the time caused me to become distant from peers and made learning almost impossible. Because of my broken trust in education, I was resistant going to Bosco. My home life was hell. I was treated like a problem. Even at school, I was "nothing but trouble". Although I felt resistant, Bosco became my safe place. It was the only place that I felt I belonged and that I wasn't a problem. At Bosco, I was a solution. Bosco helped me realize my potential and use it. This school wasn't filled with broken promises. It was filled with hope for a better future. After almost a year at Bosco, I was caught up on my credits, and co-op gave me the advantage I needed. I was able to graduate on time and to the college of my dreams. With the tools given to me by the staff (Alexis: CYCW, Mr. Baumgartner- Teacher, Mr. Burns: Co-op teacher) at Bosco, I was able to become the best version of myself. Bosco, in a unique way saved my life. They were a match at the end of my dark tunnel."

The work that the CYCW did with this student was around mental health, social/emotional wellness and resiliency strategies. This enabled the student to start to progress academically on an English credit with the academic teacher. Workplace co-op was also a important component for this student due to mentoring from the co-op teacher, assistance in job searching, dealing with issues at work as well as catching up on credits.



Student Profiles

Our students benefit from the many supports and services we provide. Meet some of our students who, consistent with our pastoral theme of Called to Belong, make up the fabric of our system.

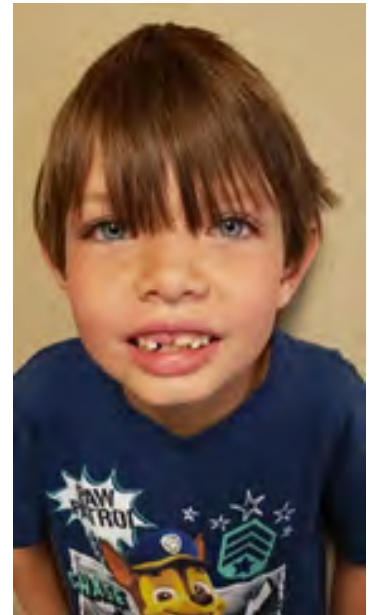
Student: Carson - St. Boniface

Meet Carson!

Carson is a grade two student at St. Boniface Catholic Elementary school. His bright blue eyes and big smile are indicative of his love of learning. He enjoys word study activities and reading new stories such as "What can dogs do?" His energy and enthusiasm fill our hallways and hearts as a model of Jesus' love in the world.

Carson was born with a chromosomal abnormality and has a diagnosis of Global Developmental Delay. His exceptionalities, however, do not limit him but speak to the importance of our role as educators. When we program with the child's unique strengths and areas of need in mind, we can ensure we are helping children realize their full potential to transform God's world.

Our Special Education teachers, Consultants and Collaborative Team of experts all contribute to the educational success of students, such as Carson. Carson exemplifies our mission in Catholic schools and reminds us



Student: Steve (age 13) - St. Aloysius

Steve was born in South Korea. Mr. Mina and Ms. Steiner have helped me all day with my English and Math, Science and everything actually. I also think that games on my phone have helped with my English. I use video games to talk to other people in English.

Pizza has made me a better student because I am never hungry.

"What I like about Canada is the air is very clean and the parking lots are very big and less traffic. In Korea the roads only have one lane and Canada has four".

I am very good at math. I love games and I want to be a programmer. My mom says, "No". But my Dad says, "It's your life so you can pick any job you want".

Student: Anastasia Bilodeau – Resurrection CSS

My passion for music, particularly voice (I minor in piano, guitar, and ukulele) began when I was a child. I grew up in a very musically-oriented family (my parents met in church choir), and all of my six siblings either sing or play an instrument. Further up the line, my great uncle plays in a bluegrass band, and I fondly remember his tapes being played every Sunday morning on the way to church. Yet, slowly my “sound” (genre of taste) as an artist has transitioned from bluegrass/Christian rock into more of an alternative/indie pop, and I owe that to experience.

I have attended R.C.S.S for my entire high-school career. It was the mother school of my elementary school, St. Agatha. St. Agatha was an extremely tiny school (9 fellow graduates my year), but its strong sense of community created an atmosphere of love. Ultimately, this love encouraged all of the students (Gators) to join activities/clubs for which they had a passion. In my case, that was choir!



Evolving from a St. Agatha Gator into a Resurrection Phoenix was definitely an experience on its own. Yet, I was able to find that same sense of community in the Music department at Res. It is just such an inclusive, and positive environment that genuinely wants you to succeed! Here I was able to pursue my passion for music, while collaborating with fellow musicians and receiving constructive feedback/guidance from teachers. I was fortunate enough to be involved in music (vocal) my four years at Res, and without a doubt I can say that the people who make up the music department (students & staff) have become my second family. At Resurrection I have participated in music related clubs such as the choir “Noteworthy” and, the Rising Phoenix music club. I’ve sang at many events at Res such as masses, concerts, ArtCSS, arts night, awards night, awards day, Bishop’s Banquet, international graduation, and convocation.

The entire music department (Lisa Lamont, Mary-Emily McCullough, and Christine Bencina) all contributed to make a difference in my life. However, in particular Christine Bencina played a significant role towards the musician I am today. She has taught me each year I’ve been at Res, and each year I have developed my skill set as a vocalist. Beyond singing techniques, and breathing strategies, she encouraged me to try challenging pieces. She taught me to love all parts of my range, she prepared me for my university auditions, and most importantly she believed in me. And for that I am eternally grateful.

The arts are a creative outlet, and form of expression for students. Not everyone can sit all day through lectures and be fulfilled. Music is medicine, and it holds the ability to feed our souls. It’s not only interactive, it’s collaborative. It develops independent skill, yet you also become a teacher. Music creates an environment where you are in a constant state of learning, but its different. You learn more than your instrument. You learn confidence, social skills, teamwork, problem solving skills, and creativity. And it’s safe to say that without music, I wouldn’t have enough transferable skills in my toolbox to build a successful future for myself.

In Fall 2019 I will be attending Wilfrid Laurier University to earn a Bachelor of Music in Community Music, with the intention of pursuing a career in music therapy. On the side I will continue to pursue my art of songwriting, and developing my skill set in voice/piano/guitar.

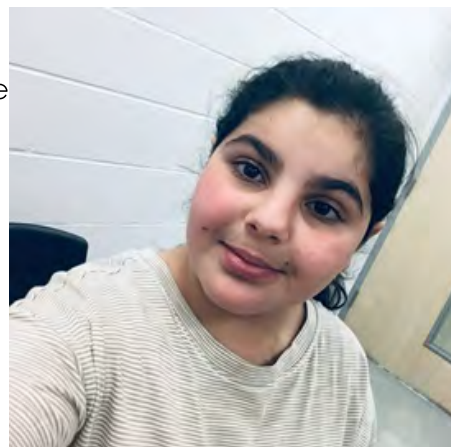
You can hear Ana’s music here: <https://youtu.be/L-FL7XgqVQ4>

Student Profiles

Student: Raya (age 12) - St. Aloysius

Raya was born in Idlib, Syria. She was living in Latakia when her dad was kidnapped. He died shortly after. Following his death the bombing began. She traveled to Aleppo, Syria with her family but it was very scary. She witnessed people dying in front of her. When she was 8 years old they began their quest to leave Syria. They went to a place that said that they would take them to Turkey. The Turkish soldiers started shooting and they ran for a long time until they came to a big hole that went underground. They slid down the hole to a rope at the bottom where she climbed up. They paid smugglers a lot of money for passage Turkey. They had to walk for a day and a half to get to there.

Raya enjoyed her time in Turkey, but mom could not find work and everything was very expensive - including school. When her Uncle called and said his friend in Canada could get them here as a sponsor they agreed. They waited two years in Turkey until finally they got the call for an interview. They arrived in Canada and lived in their sponsors' house for a couple of days until their apartment was ready.



Raya has been at St. Aloysius school for a little over a year now. She is involved in many of the unique programs offered at St. Aloysius. Raya is a PALS leader, practices violin at lunch, plays on the Junior 3-Pitch team, and enjoys volunteering in the Grade 1 classroom. She wants to be a doctor - a Psychiatrist- when she grows up so that she can make people happy. Raya is a talented artist and speaks 4 languages.

"Ms. Barsalou helped me a lot. When I get upset, I talk to her and she really helps. Mr. Mina is really nice too. He helps me with my tests and it's fun to teach him Arabic. It's a good school. Ms. Foote is a good principal. Mrs. Shehan really helped with the PALS program and made me have fun with kids and talk to them." in Catholic schools and reminds us daily that we are "Called to Belong".



Student: Yousif (age 13) - St. Aloysius

Yousif was born in Iraq. At the beginning of my time at St. Aloysius School, Mrs. Johnson helped me a lot. Mrs. O'Meara and Mr. Mina have helped me a lot. Mrs. O'Meara has helped me a lot with my spelling and Mr. Mina has helped me a lot with my grammar.

Joining sports teams has helped me meet new people. In my country we didn't even have gym class. The staff here are nice and helpful.

"This school is has a lot of nice people and they really help you if you are new to Canada. Canada

really help you if you are new to Canada. Canada is a more peaceful place and I don't have to worry every night about the sound of a bomb. Back in my country we used to lock the doors and look out the windows but in Canada we don't have to do that".

School in Iraq nobody cared about you if you did bad in school and the teachers would hit you if you misbehaved. In Canada, if you are doing bad the teacher will help you to get a better mark. When you behave badly they give you a warning and tell you how to fix it.

I hope to be a programmer for apps and games when I get older. I think that is something that is possible in Canada but not in Iraq. What I miss about Iraq is my family.

What people don't know about me at school is that I am learning to cut hair. My brother is teaching me.

Student: Maria (age 8) - St. Aloysius

Maria was born in Columbia. A school teacher that has helped me a lot at this school has been my teacher Ms. Gordanier and Mr. Mina.

The Lexia program and Google translate have helped me a lot. I am becoming better at English with the Lexia program and the Google Translate program allows me to communicate with my teachers and friends.

"I like the colours of the school and my friends". I miss many things from Columbia but I like Canada.

When I get older I would like to be a spy. One of my favourite things to do is to colour.

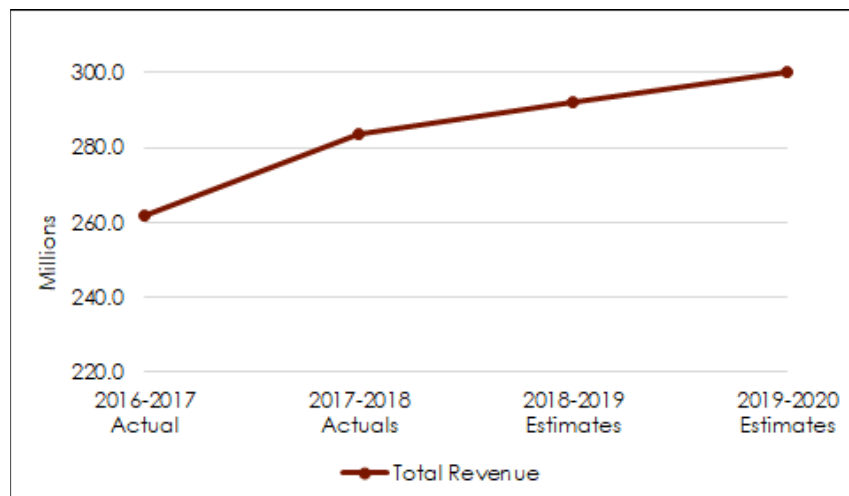


Revenue Report

The Board is financially dependent upon the Ministry of Education for funding through the Grants for Student Needs (GSNs). The GSN is made up of individual grants that each serve a distinct purpose towards carrying out Ministry goals and mandates for the education sector.



	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Grants for Student Needs	\$ 194,066,246	\$ 212,252,383	\$ 222,121,925	\$ 229,826,368
Local taxation	52,417,893	51,352,938	52,848,524	53,488,979
Targeted grants (PPF)	2,345,923	4,883,828	1,795,260	920,918
Other revenue	13,030,011	14,856,956	15,372,457	15,689,267
Total revenue	\$ 261,860,073	\$ 283,346,105	\$ 292,138,166	\$ 299,925,532

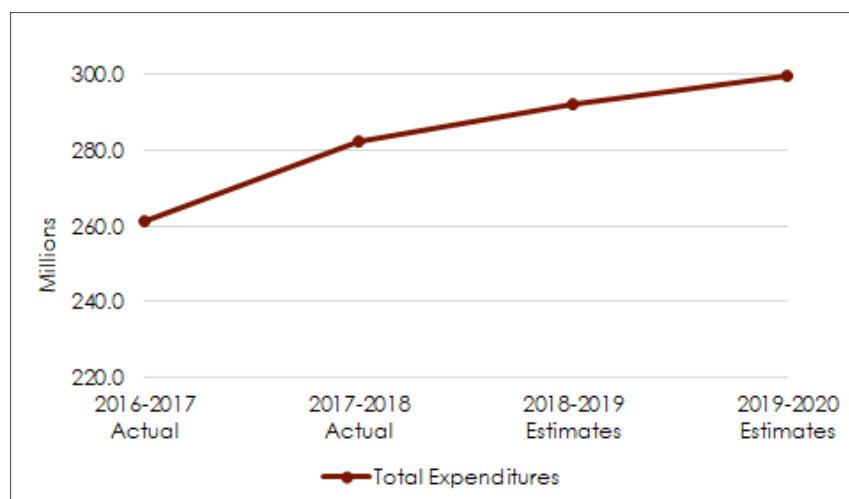


Expenditures are based on legislative requirements, contractual obligations, Board policy, and known infrastructure needs. In some cases, best estimates are required which are then adjusted in-year once better information becomes available.



Expenditure Report

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salary and benefits	\$ 214,067,609	\$ 227,585,127	\$ 239,445,599	\$ 244,379,804
Capital and debt	17,915,801	21,662,666	18,822,430	20,974,533
Student transportation	5,651,128	6,070,310	6,483,795	6,764,925
Other expenditures	23,408,389	27,015,217	27,386,342	27,806,270
Total expenditures	\$ 261,042,927	\$ 282,333,320	\$ 292,138,166	\$ 299,925,532





Enrolment is the main driver for Board funding. For this reason, the management must be conservative yet realistic in developing projections. The enrolment committees provide key analysis and insight as projection methodologies continue to be refined each year.

Revenue Details

GRANTS FOR STUDENT NEEDS

The year over year change of \$7.7M in Grants for Student Needs is due to the following:

- Increased enrolment
- Funding of the labour extension agreements
- Increased Ministry benchmarks and table amounts
- Increase in non-staffing portion of Operations and Maintenance

Also, this year funding was reduced by several Ministry initiatives as noted earlier. Luckily, increased enrolment helped to partially offset some of these Ministry cost-saving measures.

TARGETED GRANTS: PRIORITIES AND PARTNERSHIP FUNDING (PPF)

The Ministry announced additional funding based on government priorities. Some grants are released accompanying the GSN, but more funds are typically made available throughout the year. Currently, the Board is aware of \$0.9M in targeted grants that are available for specific purposes.

This year, the Ministry has not yet formally announced all PPFs. The Board is awaiting details on several grants which are anticipated but funding levels unknown.

OTHER REVENUES

These revenues comprise a small part of the Board's overall budget, and are not a guaranteed source of funding.

Management makes certain assumptions, based on contracts or historical trending, in order to estimate budgets. The year over year increase of \$0.3M or 2.0% is due to:

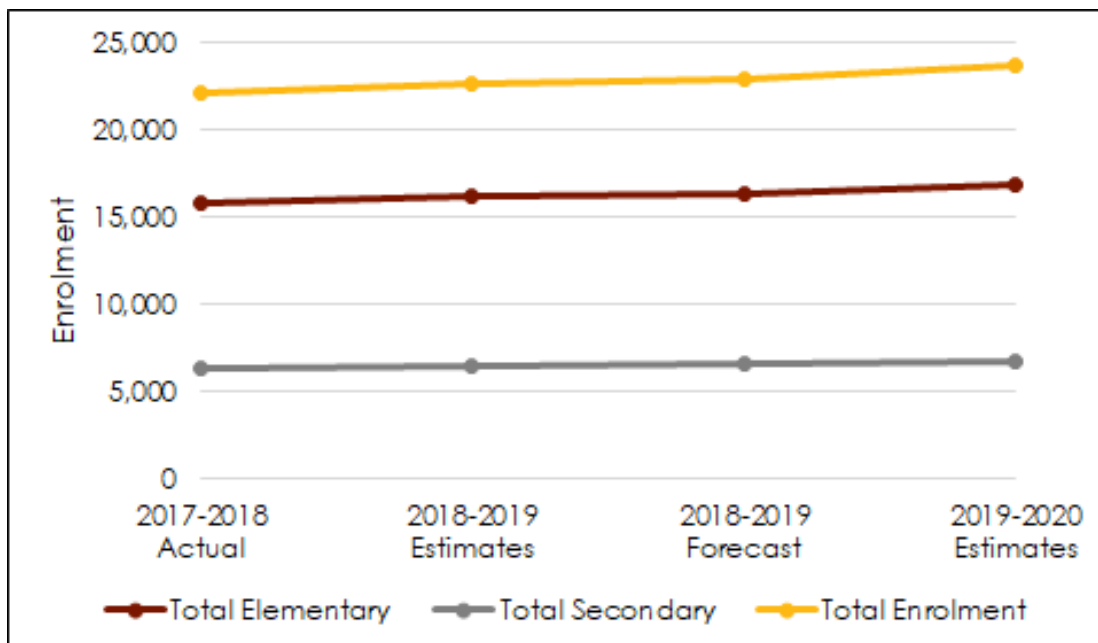
- Increased Extended Day revenues and
- Increased Continuing Education funding

Total day school enrolment for 2019-2020 is projected to be 23,675 (2018-2019: 22,710). This is an increase of 965 full time students over the projection from last year. While a 4.3% increase may seem high, the Board is expected to end 2018-2019 with 22,912 students, which makes the estimated projection 3.3% over the current level.



Enrolment

	2017-2018 Actual	2018-2019 Estimates	2018-2019 Forecast	2019-2020 Estimates
Junior kindergarten	1,470	1,405	1,563	1,504
Senior kindergarten	1,569	1,533	1,606	1,685
Grades 1-3	4,678	4,816	4,863	5,132
Grades 4-8	8,046	8,446	8,328	8,579
Total elementary	15,763	16,200	16,360	16,900
Grades 9-12	6,371	6,510	6,552	6,775
Total enrolment	22,134	22,710	22,912	23,675





Expenditure Details

SALARY AND BENEFITS

The year over year change of \$5.0M or 2.1% in salaries and benefits can be attributed to the following:

- Adjusted teacher and support staff complement due to increased enrolment
- Collectively bargained labour agreements

CAPITAL AND DEBT

The year over year change of \$2.2M is a result of the following:

- Construction of Huron Brigadoon and St. Boniface schools
- Renovation of St. Francis (Kitchener) Con Ed site and the Catholic Education Centre
- Computer and other equipment

STUDENT TRANSPORTATION

The change over the prior year of \$0.3M is a result of:

- Bus operator contract increases
- Collectively bargained labour agreements



OTHER EXPENDITURES

Other expenditures are comprised of operational costs such as facility costs, program related resource and administrative costs outside of salary and benefits. The year over year change of \$0.4M is a result of the following:

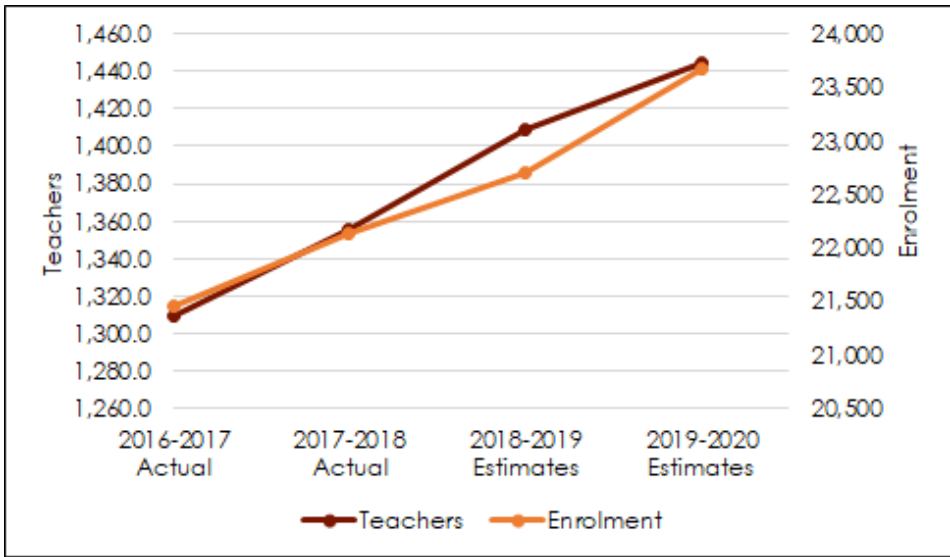
- Utility costs
- Extended Day program costs
- Purchase of French Immersion resources
- Purchase of Religion resources

Total staffing expenditures for 2019-2020 is projected to be \$244.4M (2018-2019: \$239.1M). This is an increase of \$5.3M, which represents an increase of 22 full time staff over the same period last year.



Staffing

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Teachers	1,309	1,356	1,409	1,444
Child and Youth Care Workers	41	46	47	46
Educational Assistants	323	353	368	366
Early Childhood Educators	144	158	163	173
Total classroom staff	1,817	1,913	1,987	2,029
School and Board administration	223	227	235	235
Facility Services	190	186	195	198
Other support staff	166	177	199	178
Total support staff	579	590	629	611
Total staffing	2,396	2,503	2,616	2,640



Accumulated Surpluses

Accumulated surpluses are amounts from prior years which have no external restrictions. Most amounts are apportioned internally, but all are available for use by the Board.

The Ministry assesses board health based on the amount of accumulated surpluses maintained.

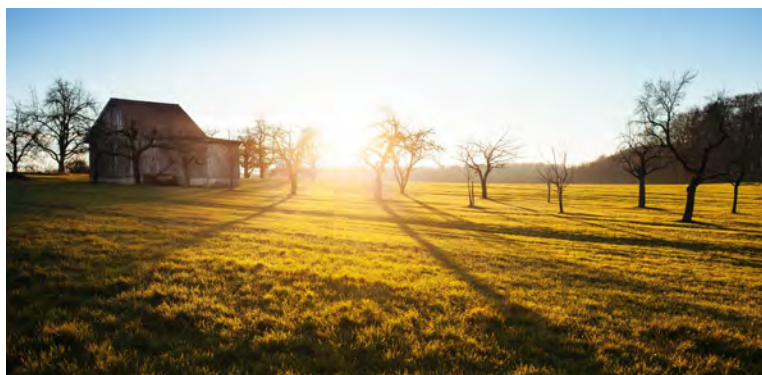


	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Opening balance	\$ 5,590,327	\$ 6,003,273	\$ 6,763,784	\$ 6,511,510
Contributions	781,519	1,013,814	-	-
Draws	(368,573)	(253,303)	(252,274)	(252,274)
Closing balance	\$ 6,003,273	\$ 6,763,784	\$ 6,511,510	\$ 6,259,236

The anticipated draws are composed of previously committed amounts which are drawn down annually.

Composition of Accumulated Surplus

Operating surplus	\$ 3,095,578
Network infrastructure	1,200,000
Early Learning resources	279,241
Administrative capital	715,385
Insurance	150,000
WSIB*	29,892
Sinking fund interest*	552,221
Committed capital*	232,819
Transportation*	4,100



* Committed

Deferred revenues are amounts resulting from unused funds which are required to be held for future use, and are restricted by external criteria. Most amounts are related to deferral of capital funds which will be drawn upon dependent on project timing.



Deferred Revenues

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Opening balance	\$ 18,595,000	\$ 24,529,047	\$ 28,466,406	\$ 26,225,956
Contributions	17,646,753	19,514,741	14,722,637	7,661,407
Draws	(11,712,706)	(15,577,382)	(16,963,087)	(10,273,661)
Closing balance	\$ 24,529,047	\$ 28,466,406	\$ 26,225,956	\$ 23,613,702

The anticipated draws are mostly due to various construction projects for which funds have been set aside, and International student tuition fees which are received one year in advance of student arrivals.

Composition of Deferred Revenue

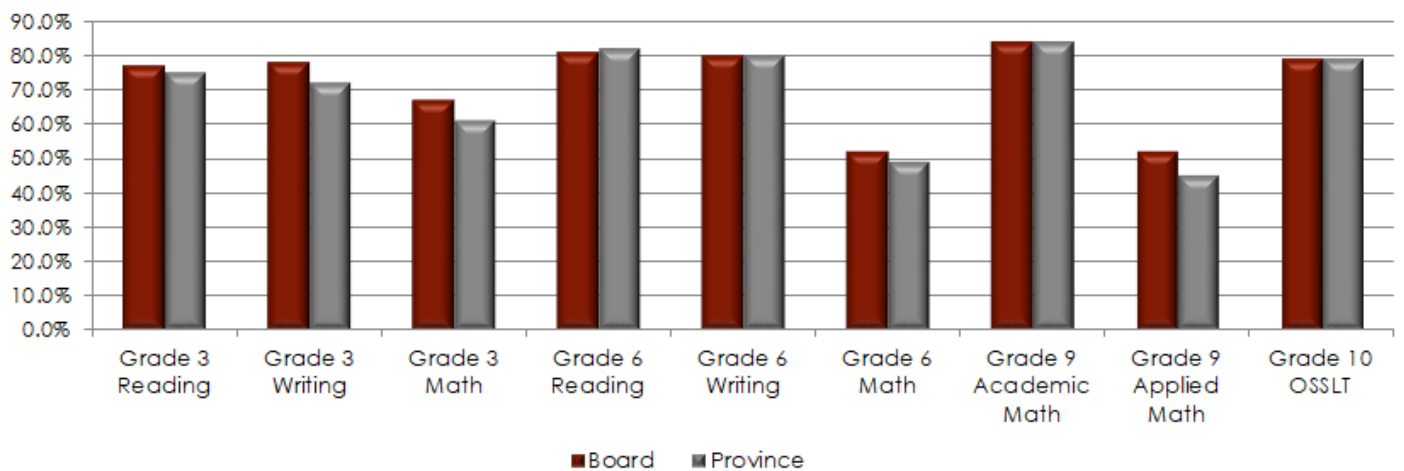
Proceeds of Disposition (Capital)	\$ 10,566,913
Education Development Charges (Land)	4,968,742
Other Third Party: Operating	4,566,143
Other Third Party: Capital	1,752,201
Ministry of Education grants: Operating	1,982,338



EQAO



Education Quality and Accountability Office (EQAO) testing is designed to provide key information to interpret achievement in the context of the school, board and province. The EQAO is an independent body responsible for providing clear and objective information about student achievement.



HIGHLIGHT OF 2017-2018 RESULTS

Elementary

Grade 3 math, writing, and reading writing exceeded the provincial average by 6%, 6% and 2% respectively. Grade 6 math exceeded the provincial average by 3% while writing met the provincial average, and reading fell slightly below the average by 1%.

Secondary

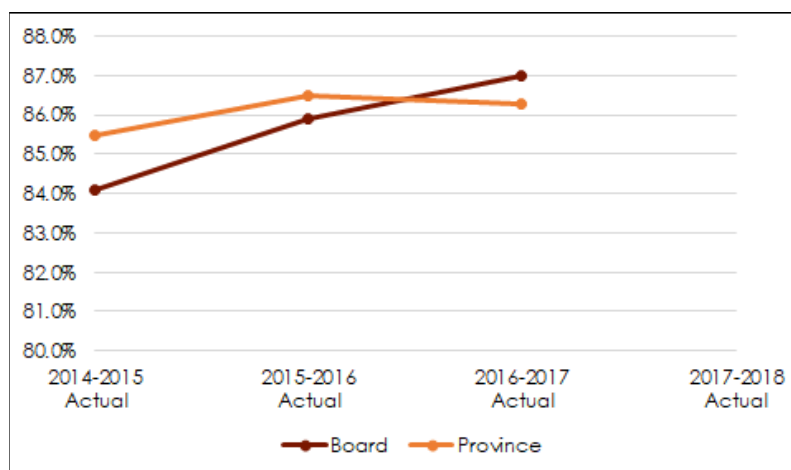
Applied math continues to exceed the provincial average by 7% while both academic math and Grade 10 OSSLT met the provincial average.



Graduation Rates

Graduation rates reflect the work done with students from Junior Kindergarten through to Grade 12. All schools work hard to ensure each child reaches their full potential. This requires a comprehensive consideration of the needs of all learners and an understanding of the supports they require to succeed.

The Ministry annually publishes school board and provincial graduation rate averages. The goal is to ensure that parents, teachers, and school boards have access to data that can help to improve overall student achievement.



Note: The anticipated five-year graduation rate as of August 2018 for students starting grade 9 in 2012-2013 have not yet been finalized by the Ministry.

Looking ahead, the Ministry is hoping that continued investments will better prepare students for high school, which will help them succeed earlier. Research shows that students who achieve all required credits in grade 9 have a higher likelihood of graduating than those who do not. For 2019-20, budget pressures have impacted staffing and supports available for credit accumulation. Despite this, the Board remains focused on improving graduation rates within the resources available to us.



Budget Summaries



Dashboard Report

Ministry Compliance Report

Revenue Comparative Summaries

Expenditure Comparative Summaries

Waterloo Catholic District School Board 2019-2020 Budget Dashboard Report

Summary of Financial Results

(\$ thousands)	2018-19 Budget	2018-19 Forecast	2019-20 Budget	Year-Over-Year Change \$	%
Revenue					
Provincial Grants (GSN)	254,373,620	255,731,806	259,236,202	4,862,582	1.9%
Grants for Capital Purposes	5,389,512	5,367,165	6,340,336	950,824	17.6%
Non-GSN Grants	3,956,930	5,175,176	3,208,804	(748,126)	-18.9%
Non-Grant Revenue	13,210,787	13,654,000	13,401,381	190,594	1.4%
Amortization of DCC	15,207,317	16,386,944	17,738,809	2,531,492	16.6%
Total Revenue	292,138,166	296,315,091	299,925,532	7,787,366	2.7%
Expenses					
Classroom	203,945,536	204,351,001	206,593,868	2,648,332	1.3%
Non-Classroom	38,047,823	39,549,999	39,524,300	1,476,477	3.9%
Transportation	6,483,795	6,671,071	6,764,925	281,130	4.3%
Pupil Accommodation	24,838,582	25,319,507	26,067,906	1,229,324	4.9%
Capital	3,505,710	3,927,168	3,120,778	(384,932)	-11.0%
Amortization	15,316,720	16,496,345	17,853,755	2,537,035	16.6%
Total Expenses	292,138,166	296,315,091	299,925,532	7,787,366	2.7%
Balance before Accum Surplus	-	-	-	-	-
Accumulated Surplus Use	-	-	-	-	-
Surplus/(Deficit) - end of year	-	-	-	-	-

Note: GSN - Grants for Student Needs

Note: DCC - Deferred Capital Contribution

Note: 2018-2019 Forecast is as at Q2-February 2019

Changes in Revenue

Provincial Grants: Increase due to enrolment, provincially negotiated labour enhancements, increased benchmarks offset by class size funding reductions

Capital Grants: Increase due to revised temporary accommodation table amount

Non-GSN Grants: Decrease due to timing of Priorities and Partnership Funding announcements partially offset by increased Language Instruction for Newcomers funding

Non-Grant Revenues: Increase due to Extended Day program offset by Continuing Education revenues and Ministry imposed fees on international Education students

Amortization of DCC: Increase due to timing of completion of projects

Changes in Expenses

Classroom: Increase due to staff required to maintain pupil-teacher ratios and provincially negotiated labour enhancements

Non-Classroom: Increase due to administrative staff additions and provincially negotiated labour enhancements

Pupil Accommodation: Increase due to portable costs, contracts and provincially negotiated labour enhancements

Amortization: Increase due to timing of completion of projects

Definition of provincially negotiated enhancements

This term, used throughout the document, refers to clauses arising from Provincial collective bargaining discussions and associated extension agreements ending 2018-19.

Generally, enhancements include the following:

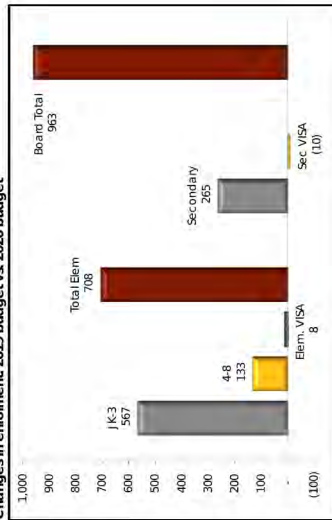
- Benchmark salary increases
- Employee Life Health Trust (benefits)

Summary of Enrolment

ADE	2018-19 Budget	2018-19 Forecast	2019-20 Budget	Year-Over-Year Change #	%
Blementary					
JK-3	7,754	8,032	8,321	567	7.3%
4-8	8,446	8,328	8,579	133	1.6%
VISA Students	15	26	23	8	53.3%
Total Blementary	16,215	16,386	16,923	708	4.4%
Secondary <21					
Pupils of the Board	6,510	6,552	6,775	265	4.1%
VISA Students	195	175	185	(10)	-5.1%
Total Secondary	6,705	6,727	6,960	255	3.8%
Total	22,920	23,113	23,883	963	4.2%

Note: VISA students pay tuition and enrolment does not affect GSNs

Changes in enrolment: 2019 budget vs. 2020 budget



Highlights of Changes in Enrolment

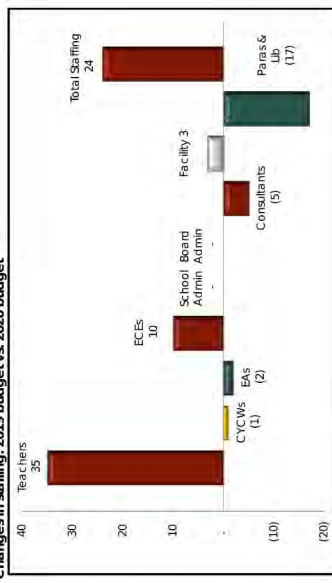
Blementary: Increase attributed to immigration and growing suburban development within the Region

Secondary: Increase due to growing suburban development in the Region

Summary of Staffing

FTE	2018-19 Budget	2018-19 Forecast	2019-20 Budget	Year-Over-Year Change #	%
Classroom					
Teachers	1,409	1,415	1,444	35	2.5%
Child & Youth Care Workers	47	46	46	(1)	-2.1%
Educational Assistants	368	369	366	(2)	-0.5%
Early Childhood Educators	163	169	173	10	6.1%
Total Classroom	1,987	1,999	2,029	42	2.1%
Other Support Staff					
School Administration	161	160	161	-	0.0%
Board Administration	74	78	74	-	0.0%
Facility Services	195	197	198	3	1.5%
Consultants	30	32	25	(5)	-16.7%
Para Professionals	104	104	91	(13)	-12.5%
Library and Guidance	65	61	62	(3)	-4.6%
Total Other Support Staff	629	632	611	(18)	-2.9%
Total Staffing	2,616	2,631	2,640	24	0.9%

Changes in staffing: 2019 budget vs. 2020 budget



Highlights of Changes in Staffing

Classroom Teachers: Increase due to enrolment

ECEs: Increase due to enrolment and growth in Extended Day program

Facility Services: Increase due to square footage addition (potables)

Consultants: Decrease due to restructuring of positions

Para Professionals: Decrease due to reduction of funding

Library & Guidance: Decrease due to restructuring of funding for Grade 7 and 8 pathways

Compliance Report

Administration and Governance

Gross Expenses excluding internal audit	9,151,151
Other incomes	2,543,093
Net Expenses excluding internal audit	6,608,058
Funding allocation excluding internal audit	6,867,999
Overspending on Administration and Governance	0
	COMPLIANT
Compliant /Non-compliant	

Is the board in a Multi-Year recovery Plan?

(If board is in multi-year recovery plan then compliance report below does not apply.)

Balanced Budget Determination

1.1	In-year revenues (Sch 9, line 10.0 - Sch 9, line 4.4)	299,925,532
	In Year Revenues for Land (Schedule 5.6, item 1.2 + item 1.3 + item 1.3.1 - item 1.4 - item 1.4.1 + Sch 5.5 Land Projects col. 5.1 + col. 6.1)	0
1.1.1		
1.2	In-year expenses for compliance purposes (From Sch 10ADJ Page 2, line 90, Col 20)	300,177,806
1.3	In-year surplus/(deficit) for compliance purposes	-252,274
Item 1.1 - item 1.1.1 - Item 1.2	
		REQUIRES FURTHER COMPLIANCE

1.4 If item 1.3 is positive, board is in compliance. Otherwise, see calculation below.

Compliance Calculation Prior to Ministry Approval Amount (Education Act, 231. (1))

1.5	Operating Allocation to be used in Compliance Calculation (From section 1A, item 1.92)	259,731,785
1.6	1% of item 1.5	2,597,318
1.7	Prior Year Accumulated Surplus Available for Compliance (From schedule 5, item 3, Col 1)	6,511,510
1.8	Lesser of item 1.6 and item 1.7	2,597,318
1.9	If the amount of deficit on at item 1.3 is less than item 1.8, then the board is in compliance. If the board is not in compliance, see the calculation below.	COMPLIANT

Compliance Calculation After Ministry Approval Amount (Education Act, 231. (3))

1.10	Amount of Ministerial approval received allowing in-year deficit to exceed item 1.8	-
1.11	Amount of allowable in-year deficit: Sum of item 1.8 and item 1.10	2,597,318
		COMPLIANT
1.12	If the amount of deficit at item 1.3 is less than item 1.11, then the board is in compliance	

Waterloo Catholic District School Board **Comparative Revenue Summary**

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2018-2019 Forecast	2019-2020 Estimates	Year over Year Change		Material Variance Note
						\$ Increase (Decrease)	% Increase (Decrease)	
Grant Revenues								
Pupil Foundation	114,285,781	119,466,639	125,341,014	125,791,310	123,812,303	(1,528,712)	(1.2%)	d.
School Foundation	15,009,906	15,467,158	15,882,972	15,963,602	16,604,351	721,379	4.5%	
Special Education	28,678,865	30,108,588	31,639,813	32,075,676	33,597,039	1,957,226	6.2%	
Language Allocation	4,472,326	5,770,066	6,165,003	7,267,569	7,648,875	1,483,872	24.1%	
Learning Opportunities	3,541,796	5,999,488	6,274,703	6,364,115	3,711,872	(2,562,831)	(40.8%)	
Adult Education, Continuing Education	3,095,807	3,225,281	3,229,691	3,447,942	3,906,777	677,086	21.0%	
Teacher and DEC E Q&E	23,638,255	26,252,140	27,613,233	26,242,714	24,563,327	(3,049,906)	(11.0%)	
Teacher Job Protection Funding	-	-	-	-	5,429,044	5,429,044	0.0%	
Transportation	6,443,126	6,808,306	6,702,701	6,955,732	7,219,728	517,027	7.7%	
Administration and Governance	6,452,642	6,970,207	7,293,114	7,347,780	7,435,225	142,111	1.9%	
School Operations	20,516,903	21,464,380	22,414,171	22,543,896	23,470,781	1,056,610	4.7%	
Indigenous Education	278,525	294,244	440,911	435,344	400,061	(40,850)	(9.3%)	
Safe Schools Supplement	372,052	431,127	406,565	408,737	426,933	20,368	5.0%	
Community Use of Schools Grant	383,000	390,777	305,369	294,244	311,926	6,557	2.1%	
New Teacher Induction program	116,931	152,844	223,065	152,844	239,596	16,531	7.4%	
Rural and Northern Education Fund	-	42,324	43,320	42,324	60,389	17,069	39.4%	
Permanent Financing - NPF	397,975	397,975	397,975	397,975	397,975	-	0.0%	
Regular Operating On-going Grants	227,683,890	243,241,544	254,373,620	255,731,806	259,236,202	4,862,581	1.9%	a.
Grants for Capital Purposes								
School Renewal	418,217	251,074	344,547	367,742	367,742	23,195	6.7%	b.
Temporary Accommodation	593,570	688,322	1,583,575	1,583,575	2,901,369	1,317,794	83.2%	
Short-term Interest	181,045	174,379	140,016	94,474	128,563	(11,453)	(8.2%)	
Debt Funding for Capital	4,035,832	3,630,884	3,321,374	3,321,374	2,942,662	(378,712)	(11.4%)	
Total Capital Grants	5,228,664	4,744,659	5,389,512	5,367,165	6,340,336	950,824	17.6%	
Other Non-GSN Grants								
Continuing Education	2,042,849	2,237,511	2,161,670	2,195,694	2,287,886	126,216	5.8%	c.
Partnership and Priorities Fund (PPF)	2,345,923	4,883,828	1,795,260	2,979,482	920,918	(874,342)	(48.7%)	
Total Non-GSN Grants	4,388,772	7,121,339	3,956,930	5,175,176	3,208,804	(748,126)	(18.9%)	
Non-Grant Revenue								
Continuing Education	2,661,109	2,654,384	2,962,569	2,853,783	2,765,924	(196,645)	(6.6%)	d.
Rentals	946,076	995,868	895,222	886,725	898,464	3,242	0.4%	
Interest	260,192	322,581	200,000	272,508	250,000	(50,000)	(25.0%)	
Tuition Fees	3,127,467	3,549,337	3,756,500	3,806,065	3,486,100	(270,400)	(7.2%)	
Other	3,992,318	5,097,275	5,396,496	5,834,919	6,000,893	604,397	11.2%	e.
Total Non-Grant Revenue	10,987,162	12,619,445	13,210,787	13,654,000	13,401,381	190,594	1.4%	
Deferred Revenues								
Amortization of DCC	13,571,585	15,619,118	15,207,317	16,386,944	17,738,809	2,531,492	16.6%	f.
Net Deferred Revenue	13,571,585	15,619,118	15,207,317	16,386,944	17,738,809	2,531,492	16.6%	
Total Revenue and Grants	261,860,073	283,346,105	292,138,166	296,315,091	299,925,532	7,787,365	2.7%	

Explanations of Material Grant Variances

- a. Increase due to enrolment, provincially negotiated labour enhancements and revised benchmarks, offset by class size funding reductions
- b. Increase due to revised table amount
- c. Decrease due to timing of new Priorities and Partnership Funding (PPF) announcements
- d. Increase due to funding for negotiated labour enhancements, offset by reduced day school enrolment
- e. Increase due to Extended Day program
- f. Increase due to the timing of construction projects

Waterloo Catholic District School Board Comparative Expenditure Summary

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2018-2019 Forecast	2019-2020 Estimates	Year Over Year Change		Material Variance Note
						\$ Increase (Decrease)	% Increase (Decrease)	
Classroom Instruction								
Teachers	132,182,874	140,439,731	146,245,822	145,496,247	151,159,949	4,914,127	3.4%	a.
Supply Teachers	4,922,155	4,371,091	5,449,496	4,887,352	3,724,368	(1,725,128)	(31.7%)	a.
Educational Assistants	14,409,099	16,391,348	17,256,706	17,342,194	17,471,988	215,282	1.2%	
Designated Early Childhood Educators	6,853,937	8,029,306	8,595,018	9,432,580	9,297,523	702,505	8.2%	
Classroom Computers	2,806,850	2,634,129	3,164,248	2,560,125	2,573,874	(590,374)	(18.7%)	b.
Textbooks and Supplies	4,652,900	5,579,609	4,257,240	5,238,471	4,520,441	263,201	6.2%	
Professionals and Paraprofessionals	9,409,692	10,386,336	11,402,042	11,660,169	11,043,425	(358,617)	(3.1%)	
Library and Guidance	4,557,429	4,804,827	5,273,126	4,957,034	5,085,143	(187,983)	(3.6%)	
Staff Development	1,816,437	1,746,036	1,813,791	2,292,687	1,223,785	(590,006)	(32.5%)	c.
Department Heads	465,069	422,301	488,047	484,142	493,372	5,325	1.1%	
One-time provincial remedy payments	-	1,979,353	-	-	-	-	0.0%	
Total Classroom	182,076,442	196,784,068	203,945,536	204,351,001	206,593,868	2,648,332.00	1.3%	
Non-Classroom								
Principal and Vice-Principals	9,127,673	9,349,173	9,624,986	9,446,790	9,602,813	(22,173)	(0.2%)	
School Office	5,449,101	5,688,495	5,878,161	5,999,834	5,987,336	109,175	1.9%	
Co-ordinators and Consultants	3,662,345	4,682,387	5,113,593	5,723,100	4,697,191	(416,402)	(8.1%)	
Continuing Education	8,433,468	8,804,947	9,111,646	9,379,243	10,085,809	974,163	10.7%	d.
Total Non-Classroom	26,672,587	28,525,001	29,728,386	30,548,967	30,373,149	644,763	2.2%	
Administration								
Trustees	227,963	223,484	238,146	167,224	236,372	(1,774)	(0.7%)	
Director and Supervisory Officers	1,461,047	1,566,908	1,600,006	1,616,261	1,622,489	22,483	1.4%	
Board Administration	5,043,705	6,315,200	6,481,285	7,217,547	7,292,290	811,005	12.5%	e.
Total Administration	6,732,715	8,105,592	8,319,437	9,001,032	9,151,151	831,714	10.0%	
Transportation	5,651,128	6,070,310	6,483,795	6,671,071	6,764,925	281,130	4.3%	
School Operations and Maintenance	21,576,036	22,999,960	24,494,036	24,951,765	25,700,164	1,206,128	4.9%	f.
School Renewal	418,217	251,075	344,546	367,742	367,742	23,196	6.7%	
Other Pupil Accommodation	4,234,814	3,868,811	3,505,710	3,927,168	3,120,778	(384,932)	(11.0%)	g.
Amortization and Write-downs	13,680,988	15,728,503	15,316,720	16,496,345	17,853,755	2,537,035	16.6%	h.
Total Pupil Accommodation	39,910,055	42,848,349	43,661,012	45,743,020	47,042,439	3,381,427	7.7%	
Total Expenditures	261,042,927	282,333,320	292,138,166	296,315,091	299,925,532	7,787,366	2.7%	

Explanation of variances:

- a. Increase due to staff required to maintain pupil-teacher ratios, WSIB liability and provincially negotiated labour enhancements
- b. Decrease due to deferral of purchases and reduced funding
- c. Decrease due to timing of new Priorities and Partnership Funding (PPF) announcements
- d. Increase due to negotiated labour enhancements and programming changes
- e. Increase due to central allocation of telephone charges and provincially negotiated labour enhancements
- f. Increase due to portable costs, provincially negotiated labour enhancements, maintenance supplies and contracts
- g. Decrease due to principal repayment of debt with no new debt incurred
- h. Increase due to the timing of construction projects
- i. Decrease due to reduced funding.



Planning Area Reports

Introduction

Planning Areas

2018-2019 vs 2019-2020 Estimates by Planning Area

Capital Budget

Capital and Debt

Operating Budget

Board Administration

Student Transportation

Operations and Maintenance

Learning Services

Planning Areas

The Board presents revenues and expenditures separated into capital and operating components, as required by the Ministry and Board Policy. This separation is necessary since the funding sources each have specific rules for use, and reporting requirements.



CAPITAL BUDGET

Capital and Debt

- Interest on long-term debt and amortization of capital assets

OPERATING BUDGET

Board Administration

- Staff and departmental costs for support staff, senior administration, trustees

Student Transportation

- Staff, departmental and bus/taxi operator costs for Board share of Student Transportation Services of Waterloo Region (STSWR)

Facility Services

- Custodial, maintenance, and construction staff, departmental costs and general facility operating costs such as utilities for all sites

Learning Services

- Staff, department and resource costs for academic instruction and related programming including Program Services, Student Services, Continuing Education and school budgets

Waterloo Catholic District School Board
2019 Estimates vs. 2020 Estimates by Planning Area

	Learning Services							
	Program Services		Special Education		Continuing Education		Total Learning Services	
	2018-2019 Estimates	2019-2020 Estimates	2018-2019 Estimates	2019-2020 Estimates	2018-2019 Estimates	2019-2020 Estimates	2018-2019 Estimates	2019-2020 Estimates
Expenditures	189,084,451	192,079,641	35,477,825	34,801,567	9,111,646	10,085,809	233,673,922	236,967,017
Revenues	188,814,290	190,170,361	34,584,232	34,510,514	9,111,646	10,085,809	232,510,168	234,766,684
Surplus/(Deficit) before planning area transfers	(270,161)	(1,909,280)	(893,593)	(291,053)	-	-	(1,163,754)	(2,200,333)
Surplus from Board Admin	49,510	85,378	-	-	-	-	49,510	85,378
Surplus from Operations	1,745	1,369,098	893,593	291,053	-	-	895,338	1,660,151
Surplus from Transportation	218,906	454,804	-	-	-	-	218,906	454,804
Total Revenues	270,161	1,909,280	893,593	291,053	-	-	1,163,754	2,200,333
Surplus/ (Deficit)	-	-	-	-	-	-	-	-

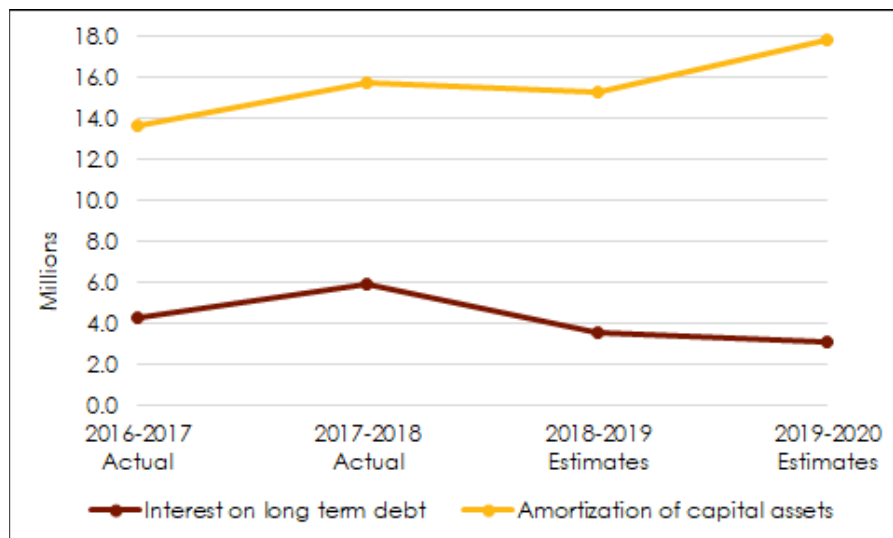
	Operations and Maintenance		Capital and Debt		Student Transportation		Board Administration	
	2018-2019 Estimates	2019-2020 Estimates	2018-2019 Estimates	2019-2020 Estimates	2018-2019 Estimates	2019-2020 Estimates	2018-2019 Estimates	2019-2020 Estimates
Expenditures	24,838,582	26,067,906	18,822,430	20,974,533	6,483,795	6,764,925	8,319,437	9,151,151
Revenues	25,733,920	27,728,057	18,822,430	20,974,533	6,702,701	7,219,729	8,368,947	9,236,529
Surplus/ (Deficit)	895,338	1,660,151	-	-	218,906	454,804	49,510	85,378

	Total Board	
	2018-2019 Estimates	2019-2020 Estimates
Total Expenditures	292,138,166	299,925,532
Total Revenues	292,138,166	299,925,532
Draw from Accumulated Surplus	-	-
Surplus/ (Deficit)	-	-

Operating vs. Capital		
	2018-2019 Estimates	2019-2020 Estimates
Total Operating	273,315,736	278,950,999
Total Capital	18,822,430	20,974,533
Total Budget	292,138,166	299,925,532

Capital Budget

The capital budget is comprised of interest on long term debt and amortization of capital assets. The cost of assets are reflected on the balance sheet, and is not reported for budgeting purposes. Instead, amortization of assets is shown as the expenditure over the expected life of the asset.



92.9% of debt principal and interest payments are supported by the Ministry through the GSN. The remaining 7.1% relates to projects that are internally supported through draws on accumulated surpluses.

In 2016, the Ministry changed the way capital projects are funded, ending the requirement for school boards to seek out debt for capital projects. Because of this, all boards will see reduced interest costs as each year passes, and debt expires.

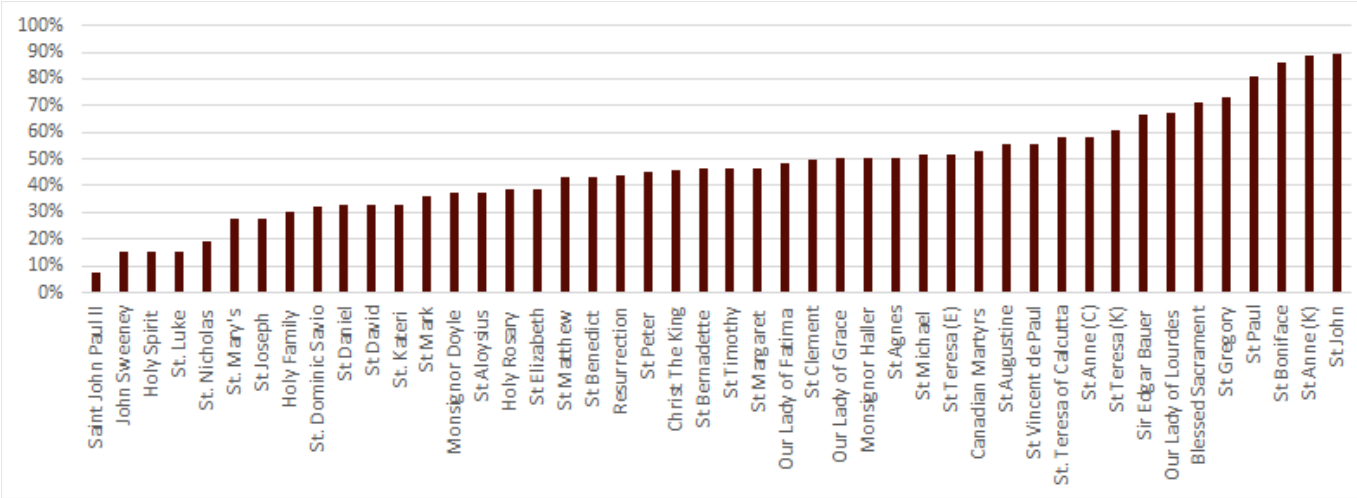
	Land	Building	Other	Total
Huron Brigadoon and St. Boniface	\$ -	\$ 16,030,718	\$ -	\$ 16,030,718
Renewal and SCI projects	1,823,760	12,248,460	-	14,072,220
St. Francis renovation	-	2,016,681	-	2,016,681
Computer Hardware/Software	-	-	809,000	809,000
Various construction projects	-	696,774	-	696,774
Total expenditures	\$ 1,823,760	\$ 30,992,633	\$ 809,000	\$ 33,625,393

There are several sources of capital funding available to the Board. The Long Term Accommodation Plan plays a key role in determining upcoming projects based on needs. Occasionally, the Ministry provides targeted capital funding which helps the Board to undertake projects which were not planned.

The age of schools, facility condition and school utilization rates help to prioritize Board projects. The Ministry also uses these factors in allocating capital funding to boards.

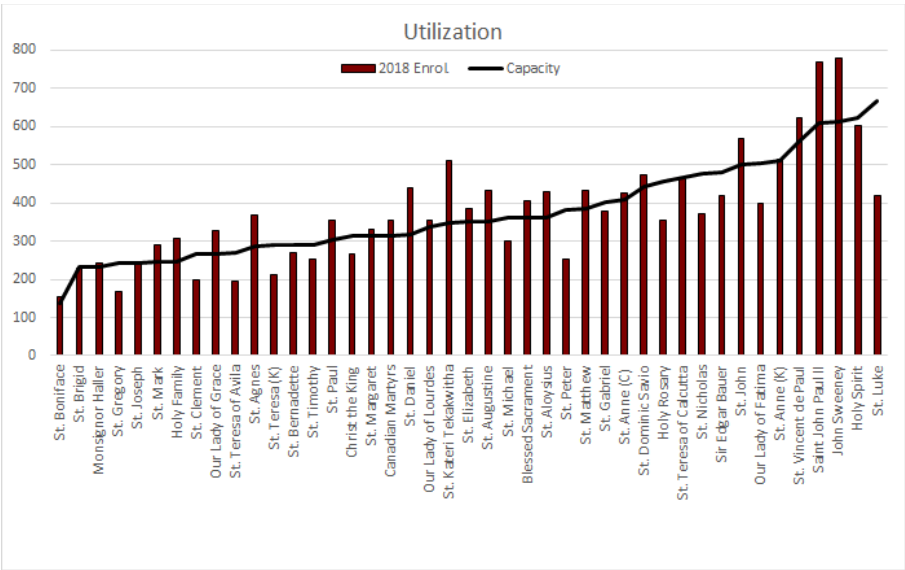
The Board currently operates 48 elementary and secondary schools with an age range of less than 1 year old to 120 years old.

Facility condition assessments, which determine the Facility Condition Index (FCI) are completed every 5 years by the Ministry to assess building components and systems. During the assessments, estimates are made in terms of the timing of the replacement cost of each component. FCI is calculated based on the 5 year renewal needs compared to the cost to replace the entire school therefore, a high FCI indicates a high renewal need.



Note: FCI is dependent upon performed assessments. Due to timing of work completed and assessment quality, the FCI’s shown may not reflect a building’s actual condition.

Utilization of facilities reflect enrolment compared to a school’s on the ground capacity. It is evident from the graph that enrolment does not equal capacity at most schools. Management uses this information to plan for portables, renovations, and future capital requests to the Ministry.



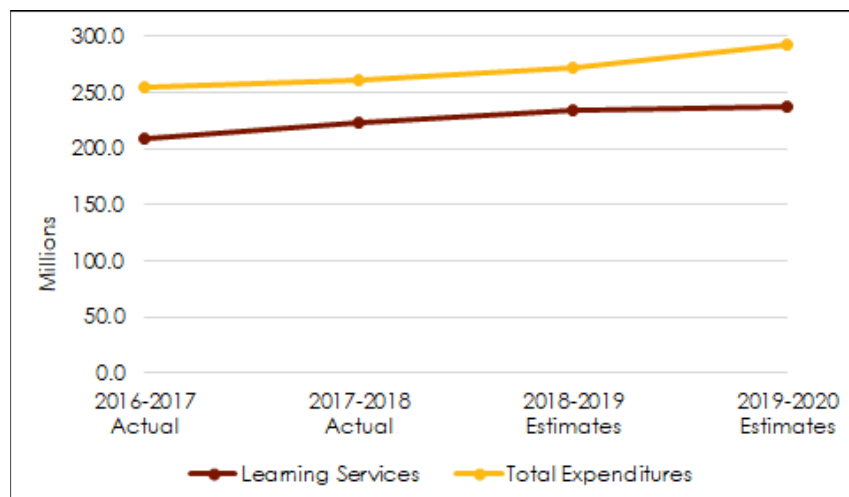
Operating Budget

The operating budget reflects the day-to-day operating costs of the Board for which the main driver for funding is enrolment. The Ministry places restrictions on the use of certain funding, such as Special Education, but the Board is able to exercise some discretion in the delivery of programs within funding.

The Board plans expenditures based on legislative requirements, contracts, Board policy and known infrastructure needs. Management reviews annual spending by planning area to ensure funding can adequately support initiatives.



	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Learning Services	\$ 208,749,029	\$ 223,243,717	\$ 233,673,922	\$ 236,967,017
Facility Services	21,994,253	23,251,035	24,838,582	26,067,906
Capital and Debt	17,915,802	21,662,666	18,822,430	20,974,533
Student Transportation	5,651,128	6,070,310	6,483,795	6,764,925
Board Administration	6,732,715	8,105,592	8,319,437	9,151,151
Total expenditures	\$ 261,042,927	\$ 282,333,320	\$ 292,138,166	\$ 299,925,532

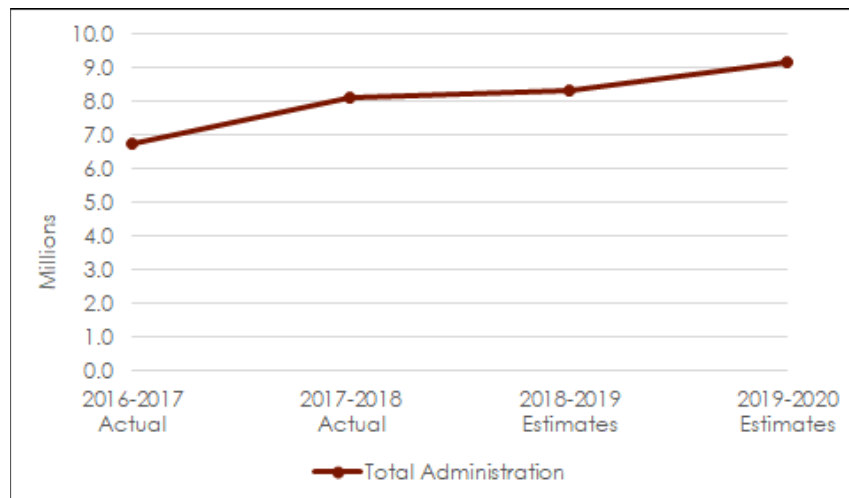


Board administration is comprised of staff and department costs for Financial Services, Human Resource Services, Information Technology Services, Internal Audit and Supply and Administrative Services. The Director's Office, Supervisory Officers and Trustees are also captured here.



Board Administration

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Board Administration	\$ 5,043,705	\$ 6,315,199	\$ 6,481,285	\$ 7,292,290
Director and Superintendents	1,461,047	1,566,909	1,600,006	1,622,489
Trustees	227,963	223,484	238,146	236,372
Total Board Administration	\$ 6,732,715	\$ 8,105,592	\$ 8,319,437	\$ 9,151,151

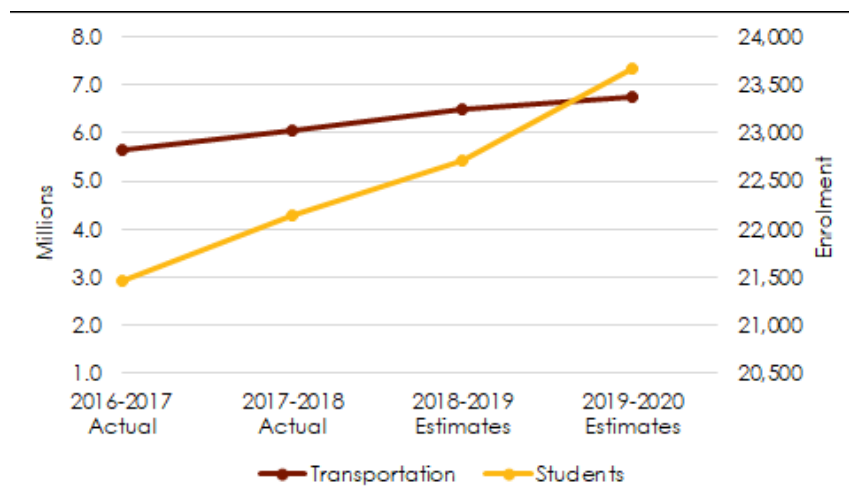


Student Transportation

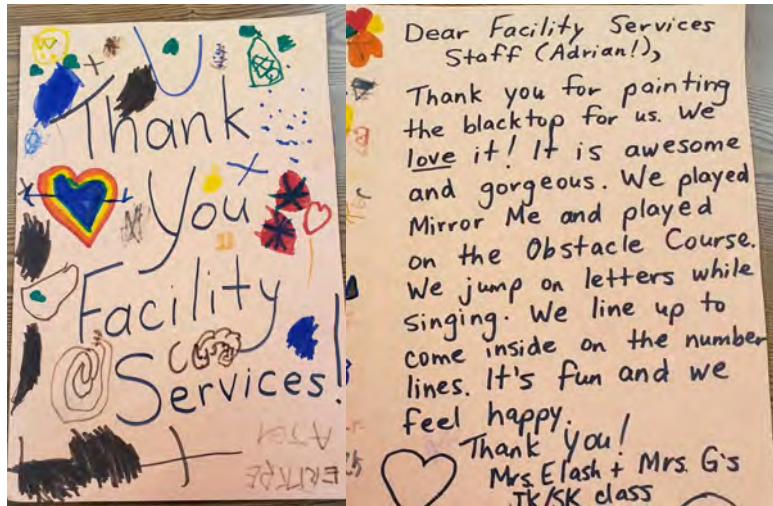
Student transportation for all students in the Region is co-ordinated through a joint consortium, Student Transportation Services of Waterloo Region (STSWR). The budget represents the Board portion of staff and departmental costs as well as bus and taxi operator costs to safely transport students from home to school.



	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Direct transportation	\$ 4,732,069	\$ 5,110,295	\$ 5,497,188	\$ 5,725,992
STSWR administration	902,583	943,603	951,920	1,012,273
School travel planning	16,476	16,412	34,687	26,660
Total Student Transportation	\$ 5,651,128	\$ 6,070,310	\$ 6,483,795	\$ 6,764,925

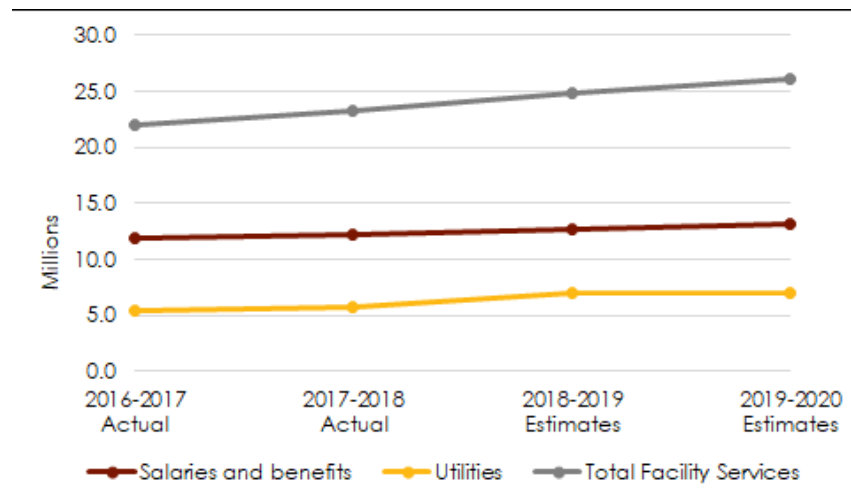


Operations and maintenance envelops the Facility Services department which is comprised of custodial, construction and maintenance staff and department budgets. They are responsible for the structural condition, operation and cleanliness of facilities. A welcoming, clean and safe environment contributes to the well-being of staff and students.



Operations and Maintenance

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 11,848,518	\$ 12,137,334	\$ 12,686,303	\$ 13,103,198
Utilities	5,388,731	5,700,616	6,931,715	6,971,063
Contracts and supplies	4,722,148	5,385,364	4,739,764	5,229,795
Other	34,856	27,721	480,800	763,850
Total Operations & Maintenance	\$ 21,994,253	\$ 23,251,035	\$ 24,838,582	\$ 26,067,906

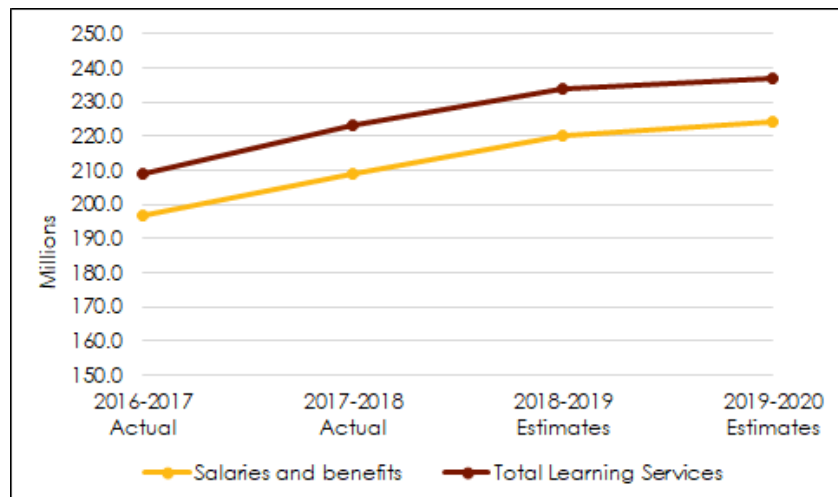


Learning Services

Learning Services covers teaching and support staff and resources for academic instruction of the Boards' learners. As expected, it is the largest component of the operating budget and includes program services, special education, continuing education and school budgets.



	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 196,476,247	\$ 209,075,857	\$ 219,950,455	\$ 224,116,521
Textbooks and resources	6,750,169	7,740,871	6,605,225	6,717,731
Contracts and services	2,292,930	3,236,761	3,408,752	3,236,419
Staff development and other	3,229,683	3,190,228	3,709,490	2,896,346
Total Learning Services	\$ 208,749,029	\$ 223,243,717	\$ 233,673,922	\$ 236,967,017

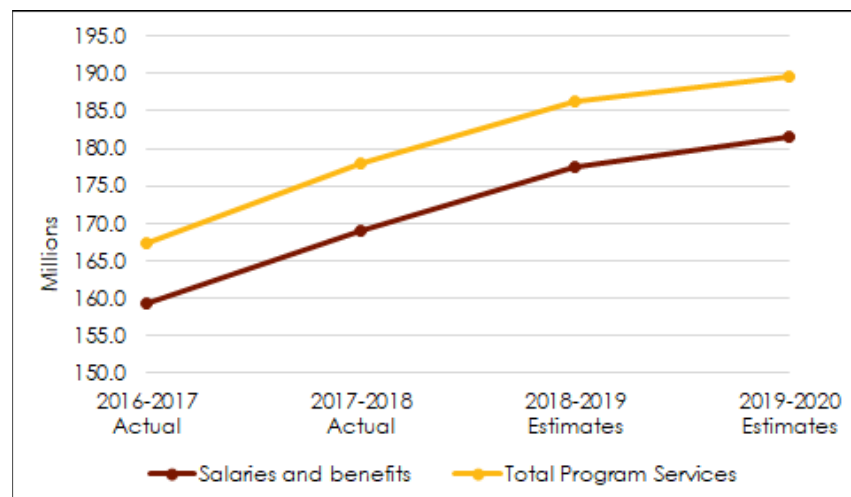


Program Services is comprised of salary and benefit costs for teachers, support staff, and consultants who directly impact day school operations. They are responsible for curriculum delivery and must adhere to Ministry guidelines and Board priorities. This can present challenges given many initiatives and limited resources.



Learning Services: Program Services

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 159,401,727	\$ 168,910,556	\$ 177,561,241	\$ 181,535,286
Textbooks and resources	3,216,045	3,553,021	2,566,173	2,927,975
Contracts and services	2,058,073	3,043,189	2,942,629	2,933,376
Staff development and other	2,601,514	2,588,608	3,231,094	2,194,955
Total Program Services	\$ 167,277,359	\$ 178,095,374	\$ 186,301,137	\$ 189,591,592



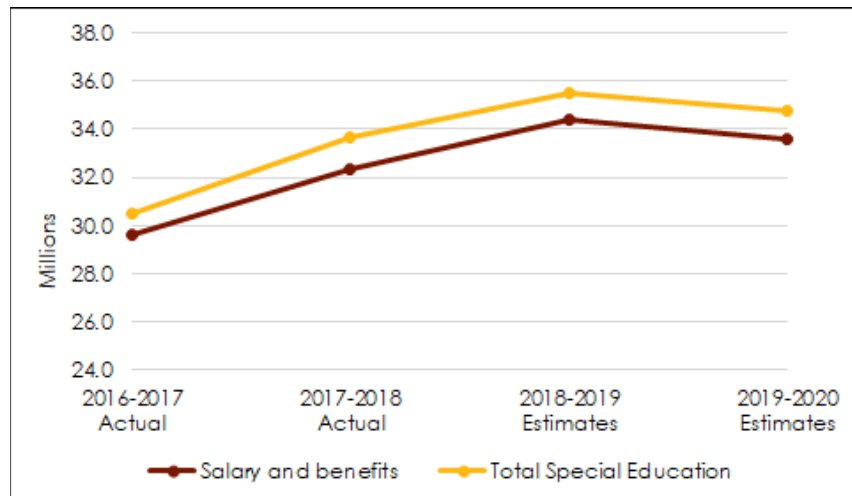
Learning Services:

Student Services

Student Services is comprised of salary and benefit costs for teachers, support staff and consultants who support special education programming. The Board believes that all children are capable of learning, understanding that each child develops, and learns differently based on their own strengths and needs.



	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 29,584,885	\$ 32,340,245	\$ 34,427,086	\$ 33,574,409
Textbooks and resources	187,812	655,506	267,386	320,517
Contracts and services	128,664	98,892	326,707	225,000
Staff development and other	619,054	581,590	456,646	681,641
Total Student Services	\$ 30,520,415	\$ 33,676,233	\$ 35,477,825	\$ 34,801,567

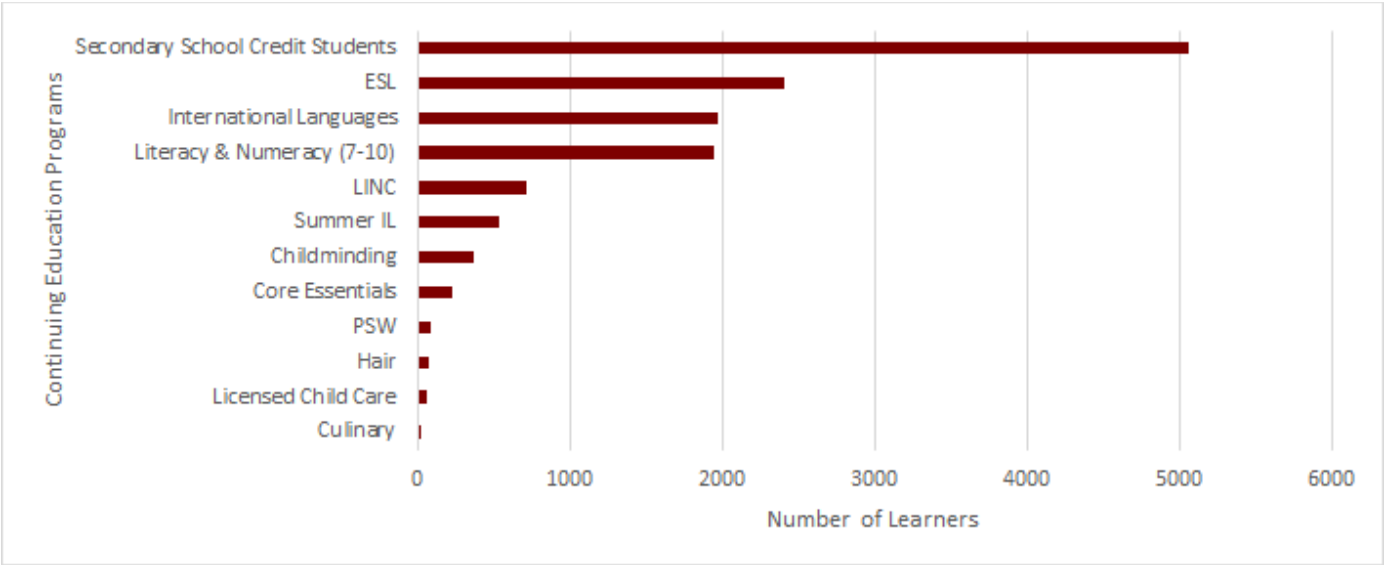


Continuing Education is comprised of staff and operational costs to operate one of the largest programs in the province. Programming caters to learners over 18 focusing on language development for new Canadians, academic credit courses and specialized certificate programs. Overall operations are break-even.

Learning Services: Continuing Education



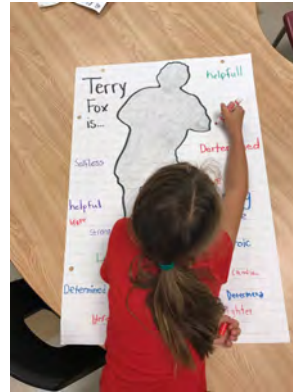
	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 7,489,635	\$ 7,825,057	\$ 7,962,128	\$ 9,006,826
Contracts and supplies	943,832	979,890	1,149,518	1,078,983
Total Continuing Education	\$ 8,433,467	\$ 8,804,947	\$ 9,111,646	\$ 10,085,809



Learning Services:

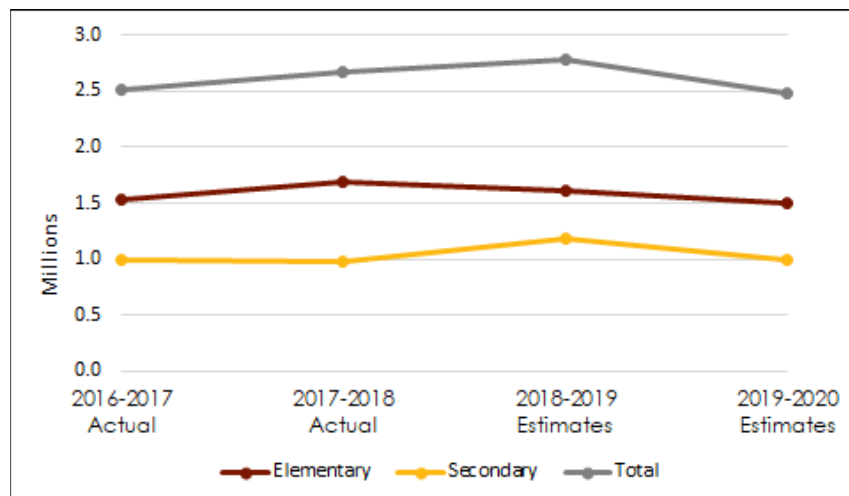
School Budgets

School budgets are allocated largely based on enrolment. It is the responsibility of the Principal to allocate funds as needed for the school community. The funds are used to run the day-to-day operations of the school from classroom resources to furniture and office supplies. These are separate and distinct from School Generated Funds.



	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Elementary	\$ 1,530,702	\$ 1,690,233	\$ 1,603,694	\$ 1,500,259
Secondary	987,086	976,931	1,179,620	987,790
Total School Budgets	\$ 2,517,788	\$ 2,667,164	\$ 2,783,314	\$ 2,488,049

Modified Social Risk Index (MSRI) provides a snapshot of socio-economic vulnerability within the Region. In 2018-2019, the Board invested funds into elementary schools with a high MSRI. This intentional investment is to assist identified schools to address issues that they may face in the communities they serve.

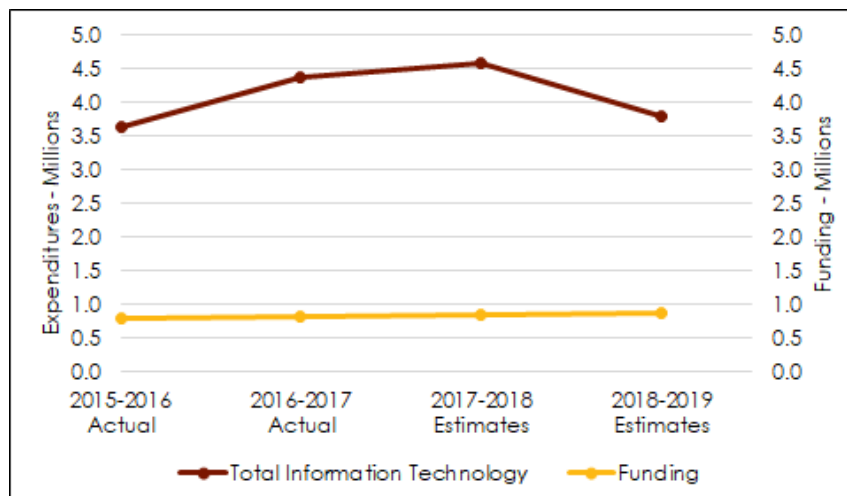


Information Technology plays a central role to all areas within Board. Staff must be able to respond swiftly to changes in order to remain current and keep students engaged. It is a constant challenge to adequately address emerging technology trends due to both financial and human resource limitations.



Learning Services: Information Technology

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Computer replacement & repair	\$ 2,267,349	\$ 2,916,141	\$ 2,334,371	\$ 1,694,569
Phone and internet fees	569,955	318,798	654,638	639,637
Software fees and licenses	280,769	327,369	406,275	375,044
Network fees	182,925	276,631	510,375	509,974
Professional fees and other	345,036	242,022	679,396	574,492
Total Information Technology	\$ 3,646,034	\$ 4,380,961	\$ 4,585,055	\$ 3,793,716





Appendix I	Board Policy IV007: Financial Planning/Budgeting
Appendix II	Planning Assumptions
Appendix III	Budget Consultation Survey Results
Appendix IV	Capital and Debt Detail
Appendix V	Student Transportation Detail
Appendix VI	Board Administration Detail
Appendix VII	Program and Student Services Detail
Appendix VIII	Facility Services Detail
Appendix X	Glossary of Commonly Used Terms

APPENDIX I:

BOARD POLICY IV007:

FINANCIAL PLANNING/BUDGETING

Policy Statement:

Financial Planning for any fiscal year or the remaining part of any fiscal year shall not deviate materially from Board's Ends priorities, risk fiscal jeopardy, violate the Education Act or Ministry of Education Guidelines, or fail to be derived from a multi-year plan.

Further, without limiting the scope of the foregoing, the CEO shall not:

1. Develop a budget without conducting a formal process for soliciting input on the needs and priorities of the system
2. Develop a budget without employing credible projection of revenues and expenses, separation of capital and operational items, cash flow, and disclosing planning assumptions
3. Develop a budget that does not include trend analysis and historical comparators.
4. Plan the expenditure in any fiscal year of more funds than are conservatively projected to be received in that period
5. Provide less for board prerogatives during the year than is set forth in the Cost of Governance policy
6. Present a budget that does not allow sufficient time for decision-making
7. Present a budget that cannot be readily understood by persons without a financial/education background

APPENDIX II:

PLANNING ASSUMPTIONS

External requirements include:

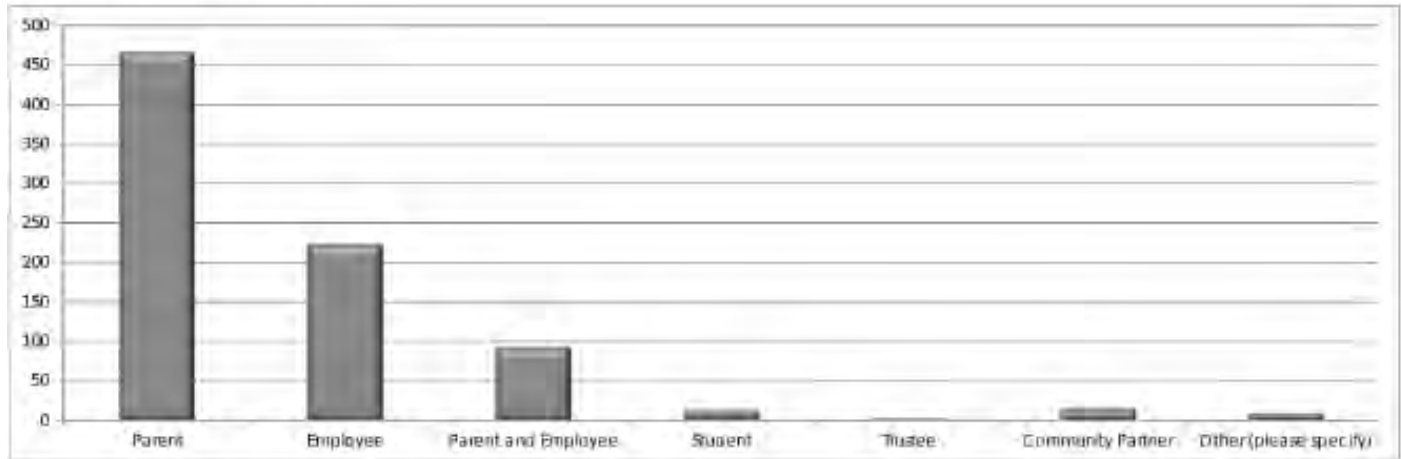
- Compliance with the Education Act and Public Sector Accounting Board (PSAB) standards
- Achievement and maintenance of class size ratios
- Administration and governance envelope cannot be overspent
- Targeted funds received must be used for the intended initiatives
- Separation of operating and capital funds
- Special Education funding must be spent on related activities or placed into deferred revenues for future use, and
- Accumulated surpluses, to a maximum amount of 1.0% of operating revenue, may be used to balance the budget

Internal requirements include:

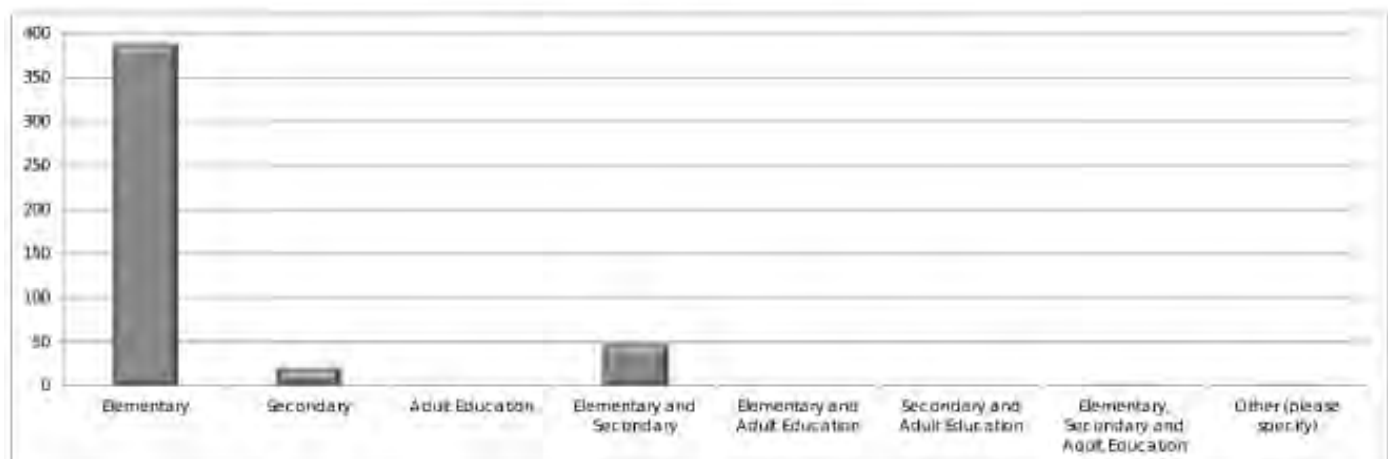
- Reductions considered must minimize student impact
- A conservative enrolment projection must be used
- Compliance with Board Policy IV007: Financial Planning/Budgeting, contracts and collective agreements
- Staff and student safety must not be compromised
- Non-committed accumulated surpluses will not be used to balance the budget
- International Education net revenues will support specific initiatives, and
- The presented budget must be both realistic and balanced

APPENDIX III: BUDGET CONSULTATION SURVEY RESULTS

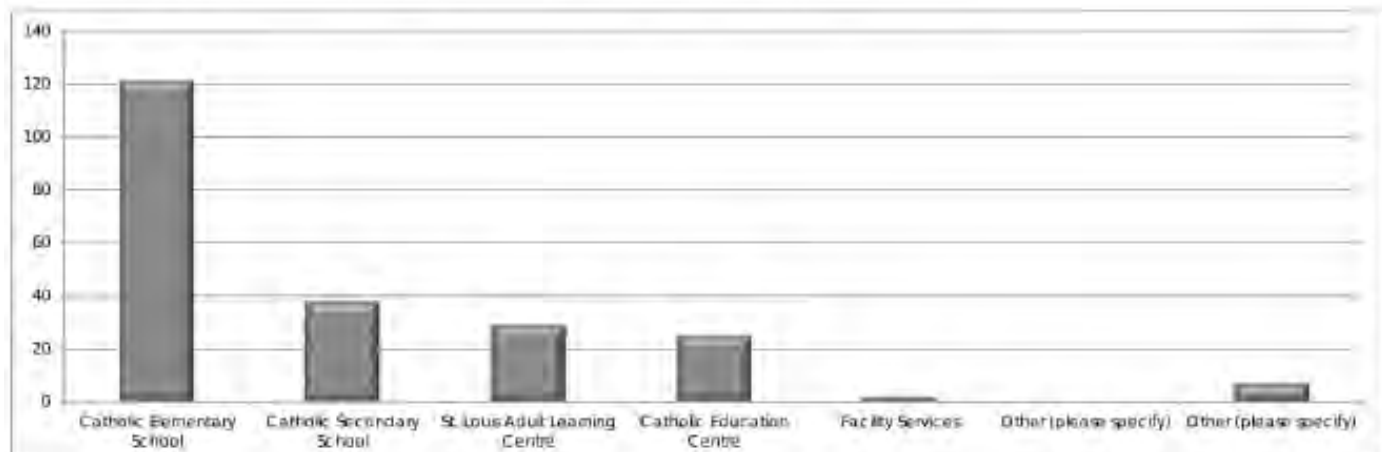
What is your relationship to the Board?



You indicated you are a parent of the Board. Which type of school(s) does your child/children attend?

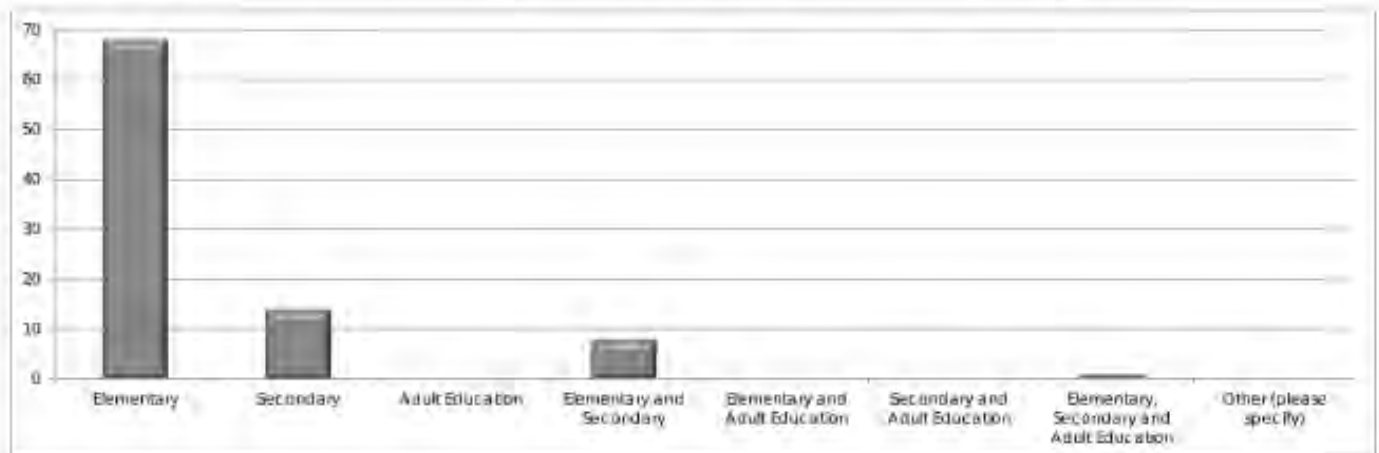


You indicated you are an employee of the Board. Which location best describes your primary location?

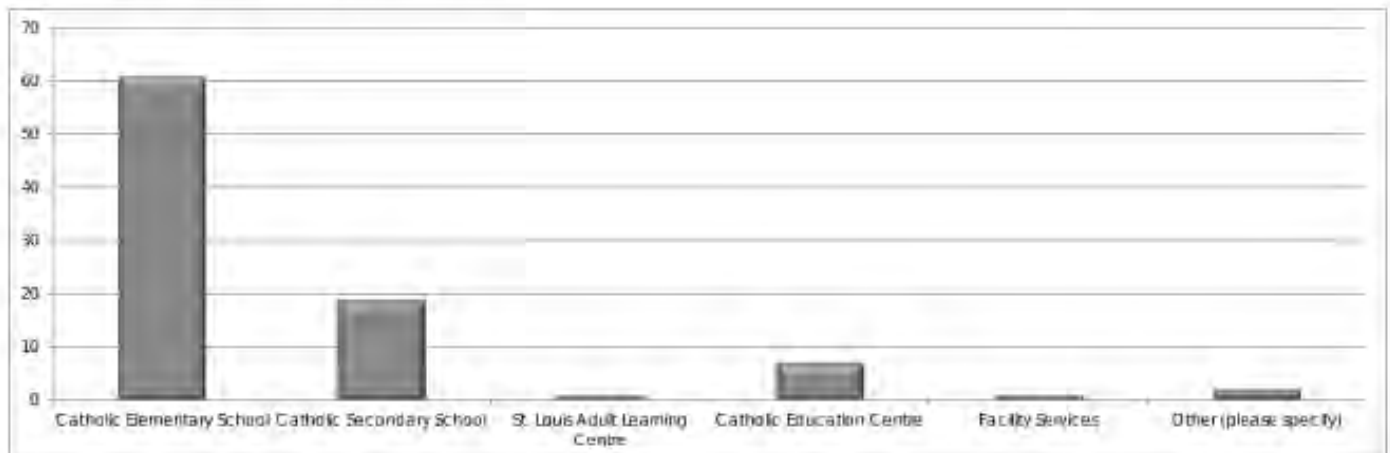


APPENDIX III: BUDGET CONSULTATION SURVEY RESULTS

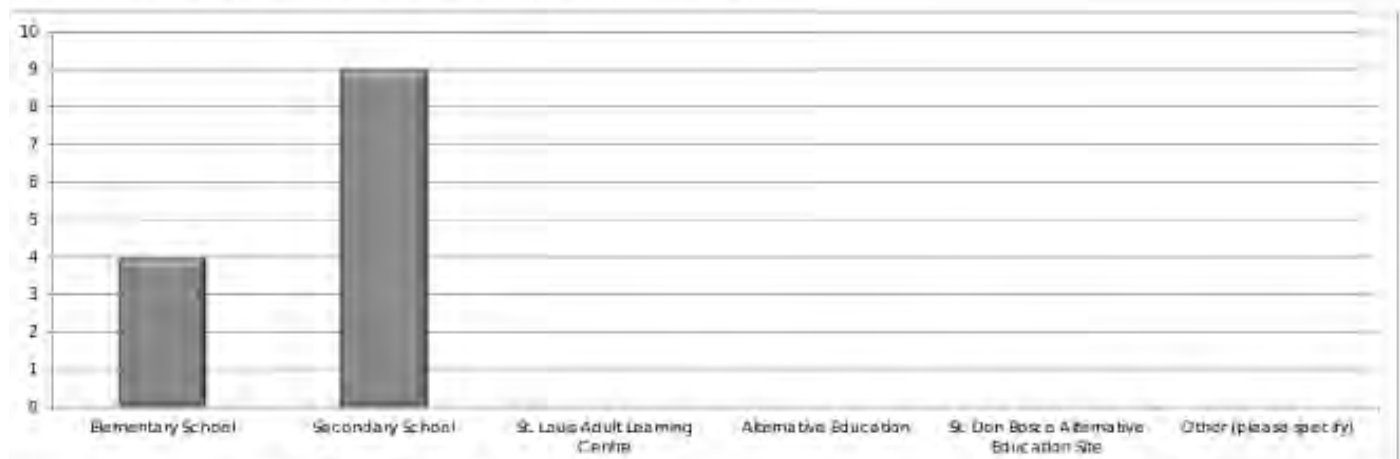
You have indicated you are both a parent and an employee of the Board. Which type of school(s) does your child(ren) attend?



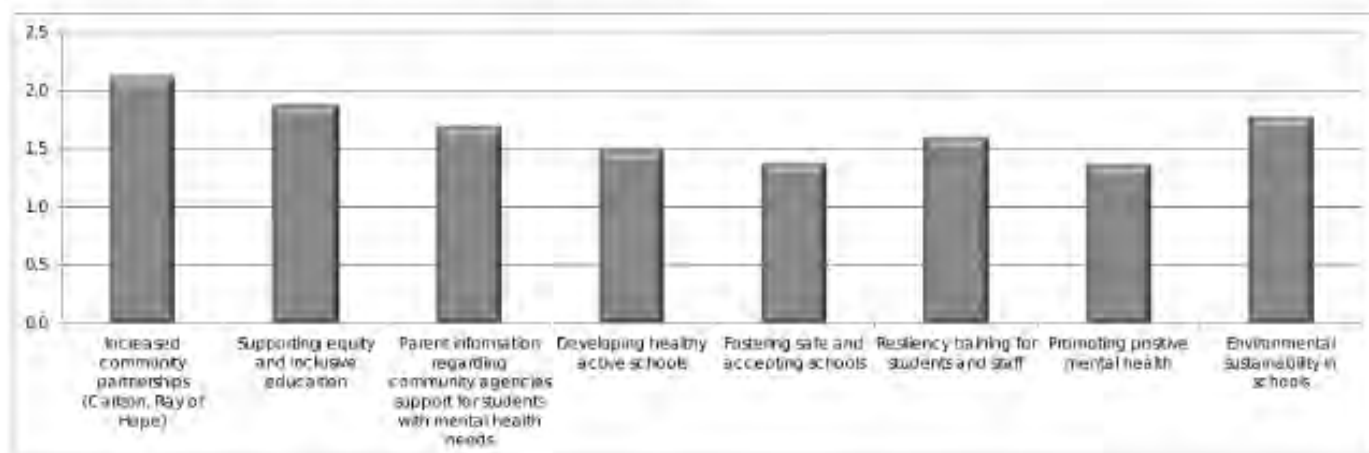
Which location best describes your primary location?



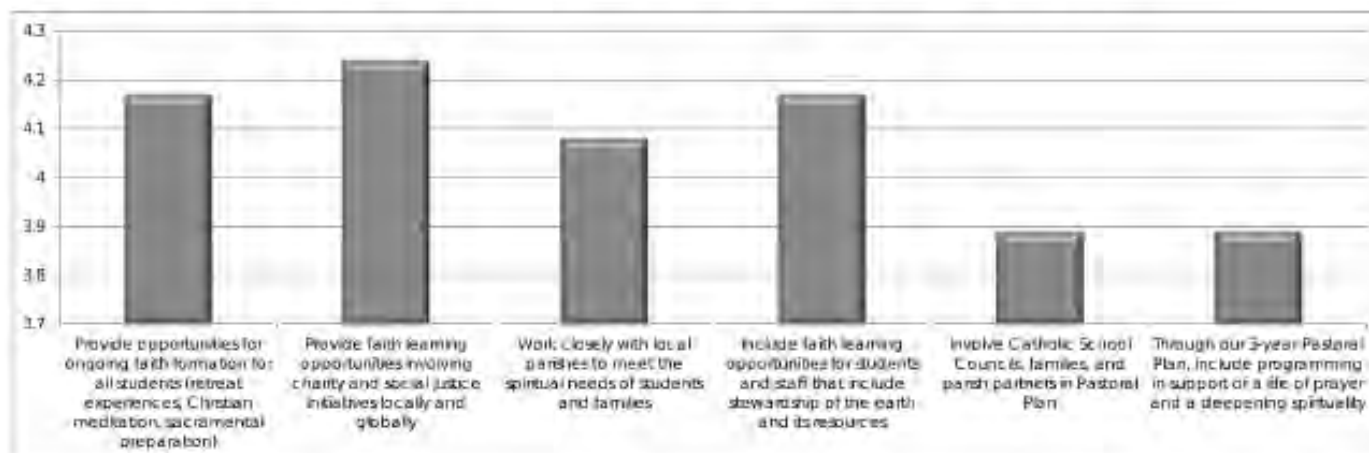
You indicated you are a student of the Board. Which type of school do you attend?



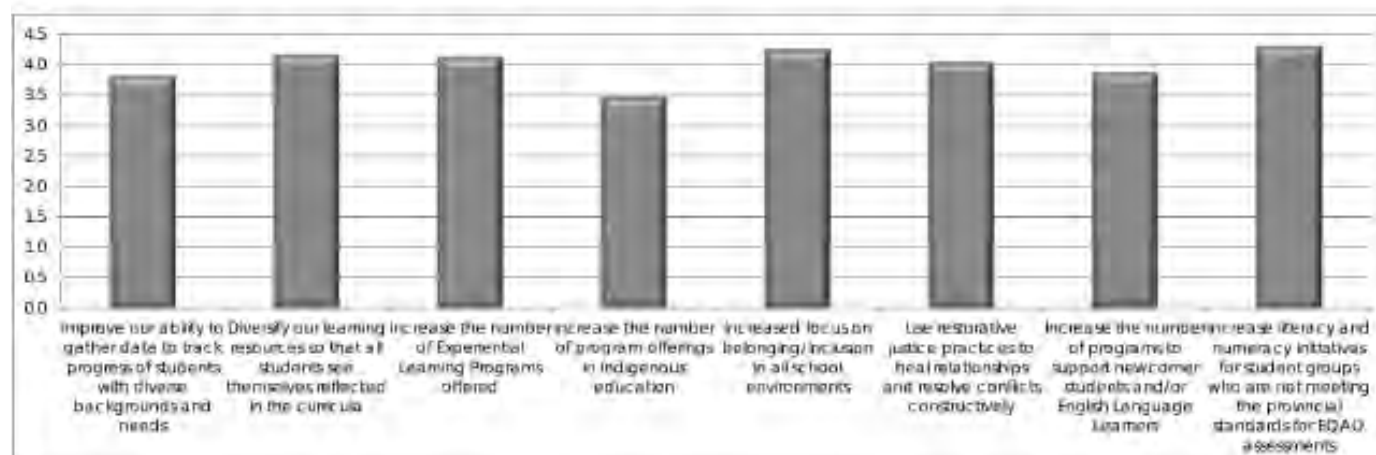
How can we better support students' well-being? Please rank your choices.



How should faith development be supported? Please indicate your level of agreement for each statement by choosing:

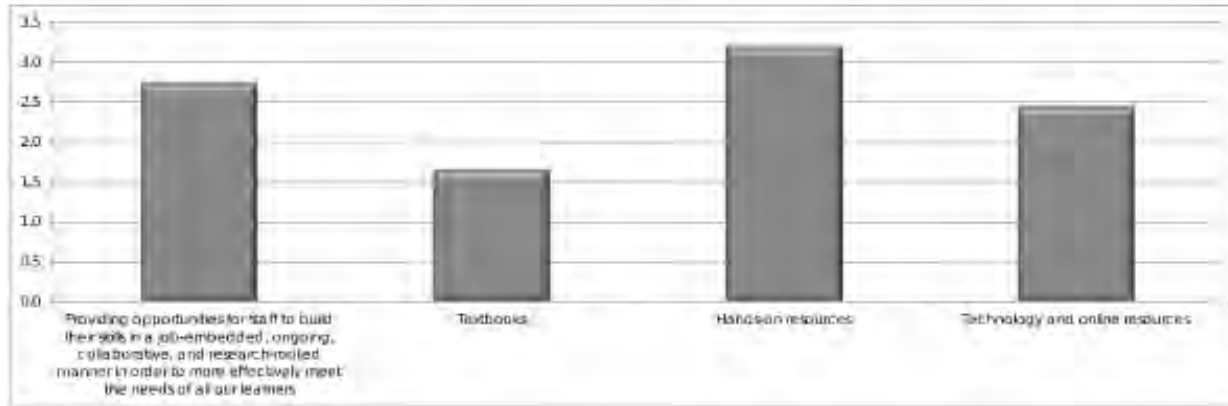


How can we better support students who have diverse needs to better achieve success in our schools? Please rank your choices.

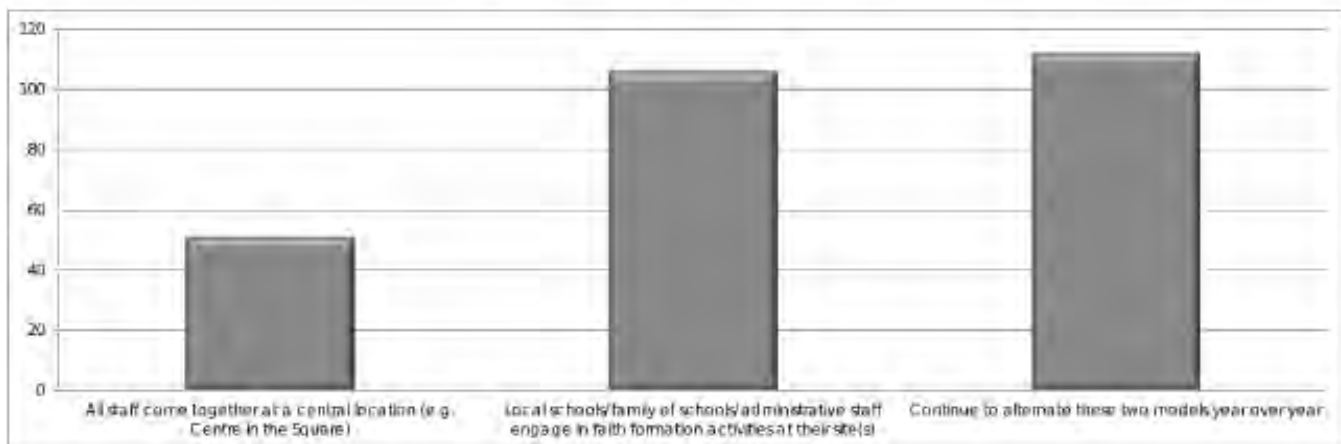


APPENDIX III: BUDGET CONSULTATION SURVEY RESULTS

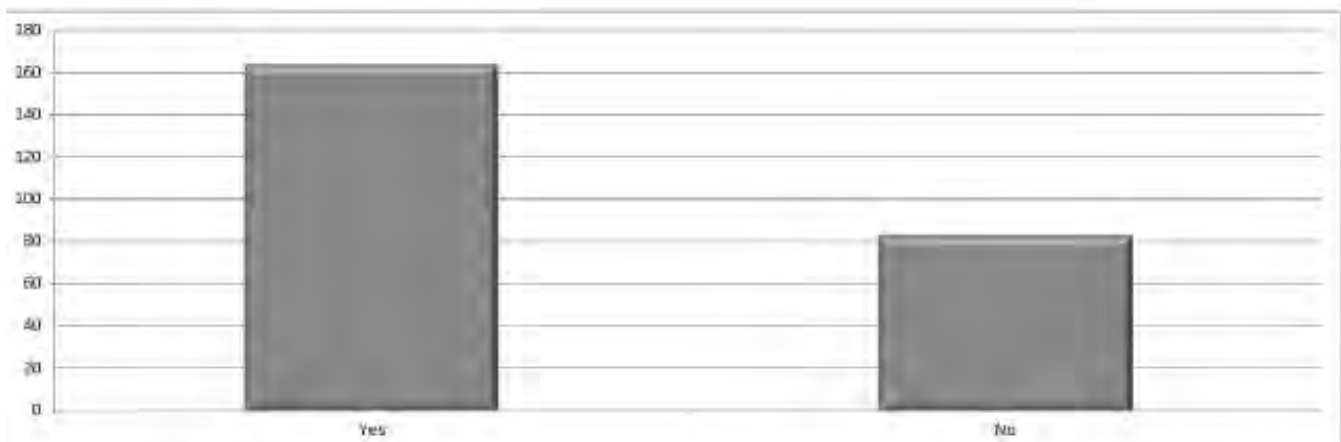
Where do you believe efforts should be focused to support numeracy and literacy achievement for students? Consider which will have the greatest long-term positive impact on student achievement through personalised instruction.



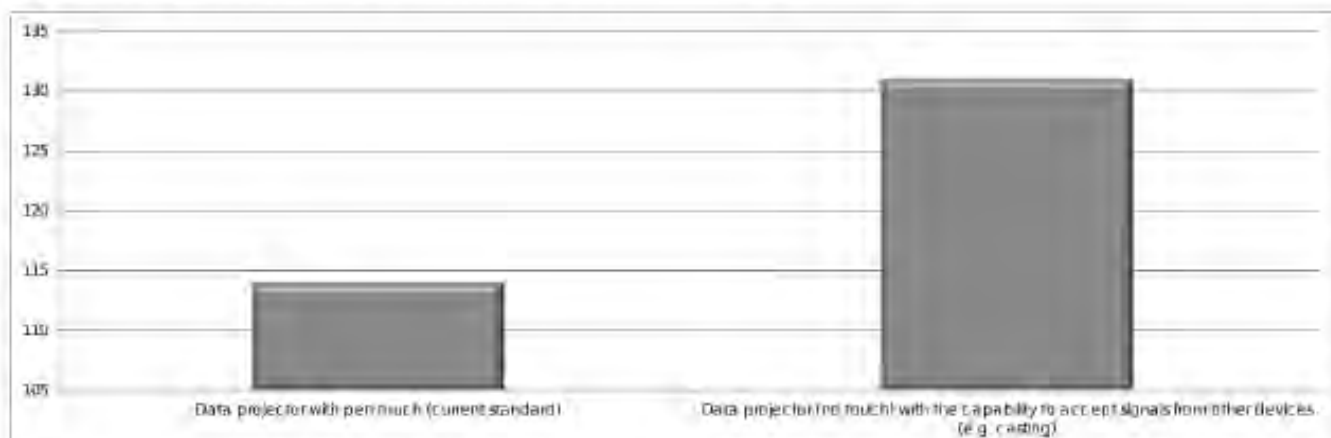
Which model should we use to offer a district-wide Spiritual Development Day for all staff?



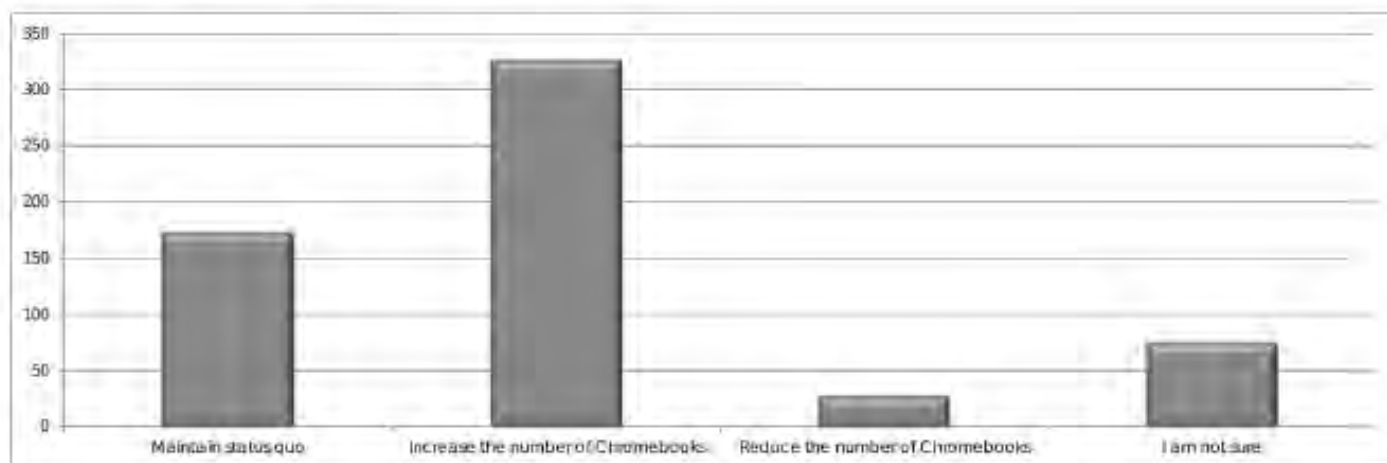
Would you embrace a more fulsome shift to professional development being offered using existing Board tools (Skype/Hangouts) versus travelling to different locations?



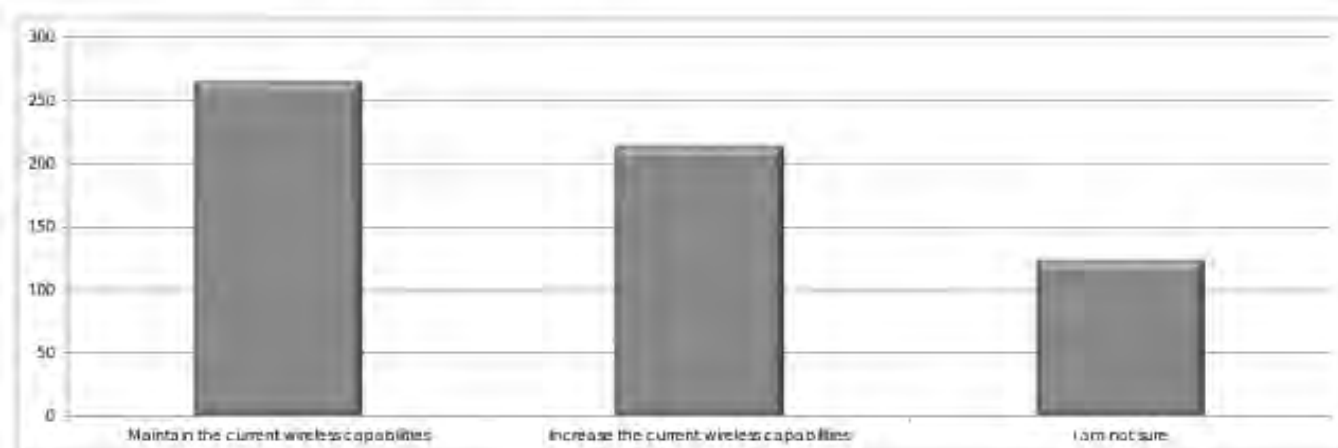
What feature do you believe would be the most beneficial for classroom projection technology?



Currently, there is 1 Chromebook for every 3 students in our elementary schools. Should the board maintain, increase or reduce the number of Chromebooks in elementary schools?

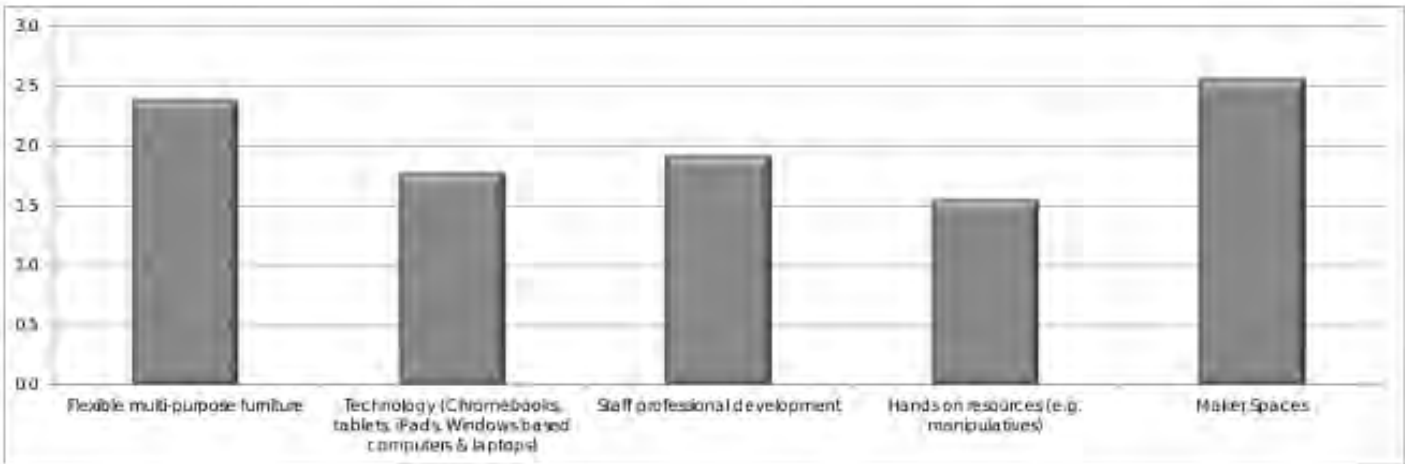


Should the Board maintain or increase the current wireless capability to support personal student devices (including Bring Your Own Device "BYOD") in schools for the purpose of facilitating school work and research?



APPENDIX III: BUDGET CONSULTATION SURVEY RESULTS

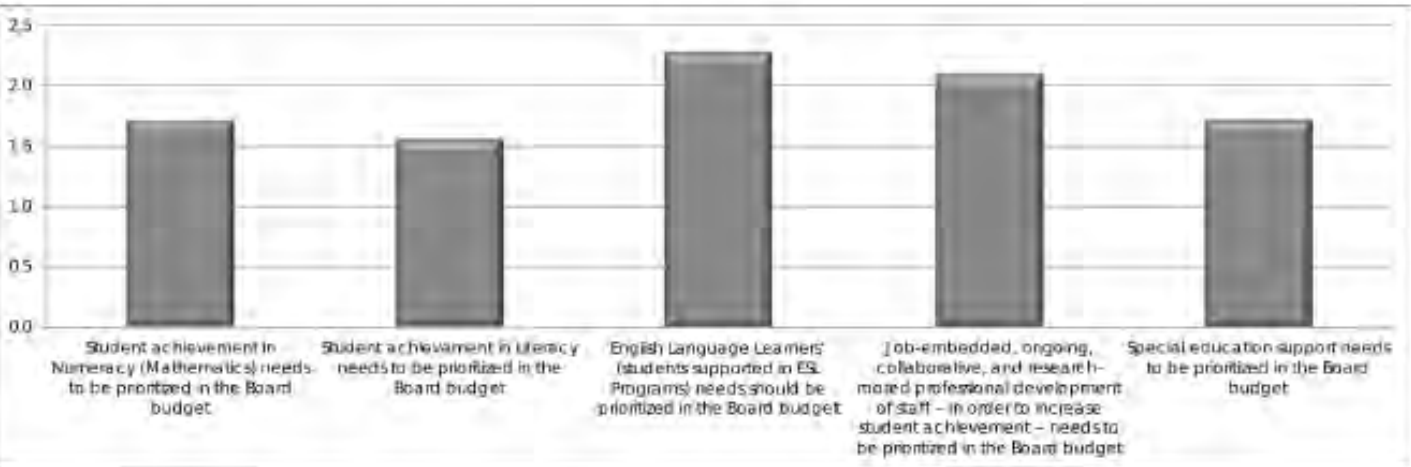
What types of investments should be made to support student-centered inquiry-based learning?



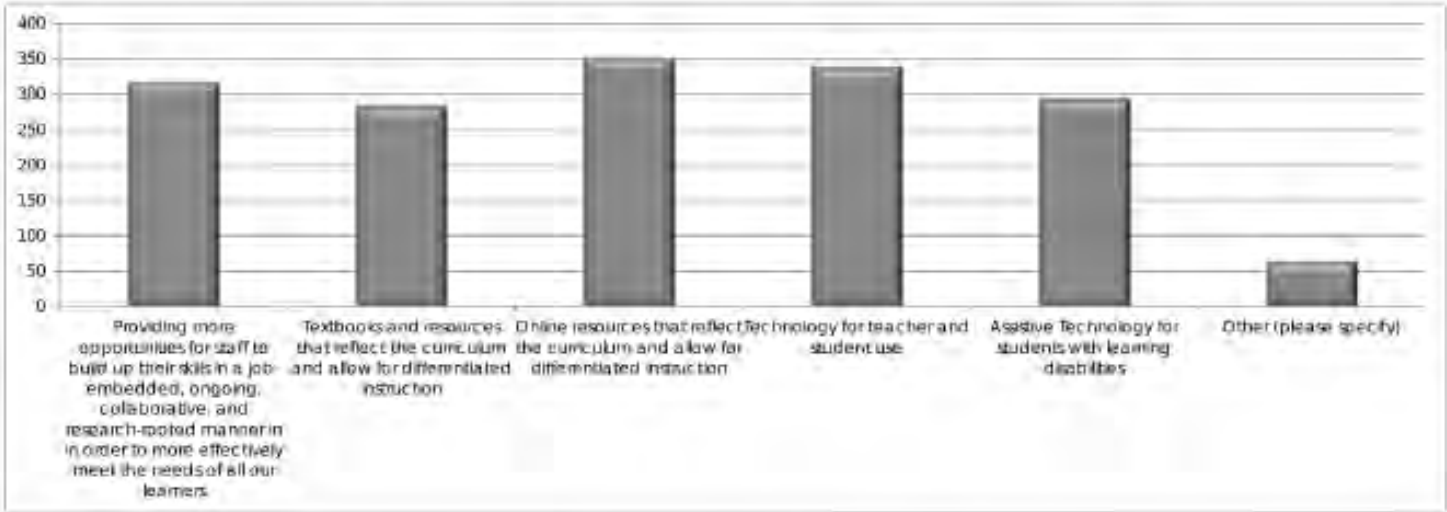
The Board's Multi-Year Strategic Plan 2018-2023, has set out clear and ambitious goals:

- To provide equitable access to learning opportunities
- To ensure classroom pedagogy and pathway opportunities are relevant and provide transferable skills for student success
- To improve student achievement in numeracy
- To improve graduation rates
- To improve student achievement in secondary literacy

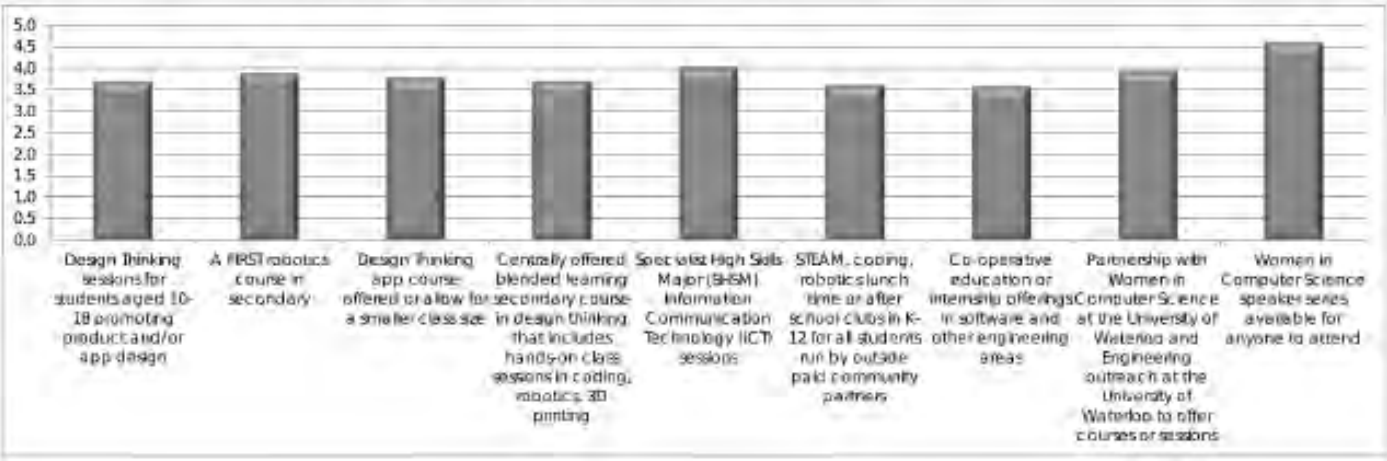
Having read each of the previous statements, please indicate your level of agreement by choosing:



Where do you believe efforts should be focused on numeracy and literacy achievement for students? Consider which will have the greatest long-term positive impact on student achievement. Choose as many as you wish.

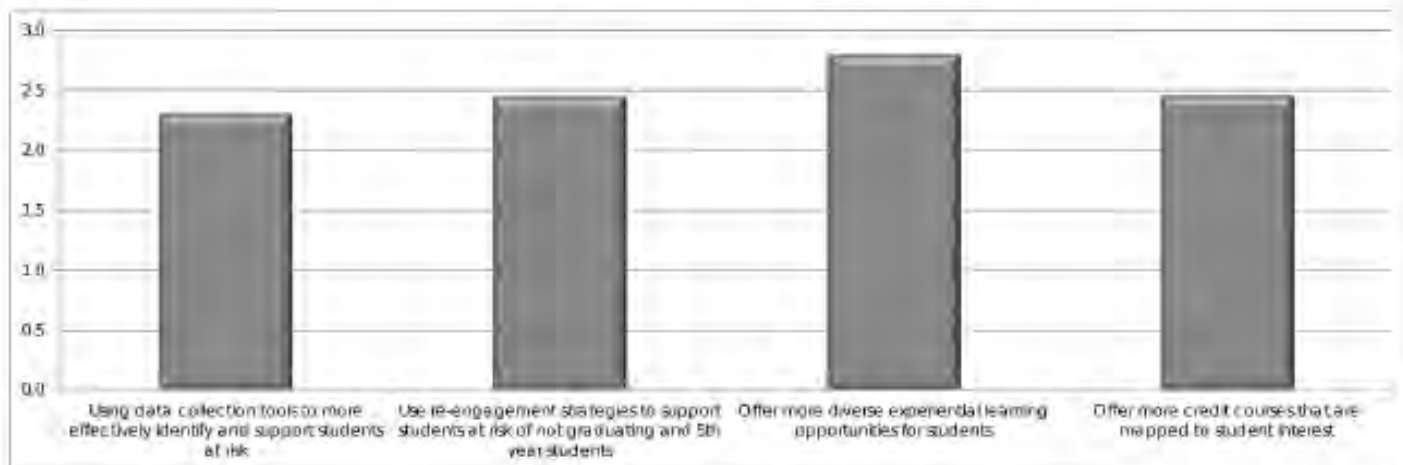


The Board is committed to increasing Science, Technology, Engineering, Arts and Mathematics (STEAM), coding and robotics K-12, with a particular focus on engaging girls. How would you prioritize the following: 1 - Most Important 9 - Least Important

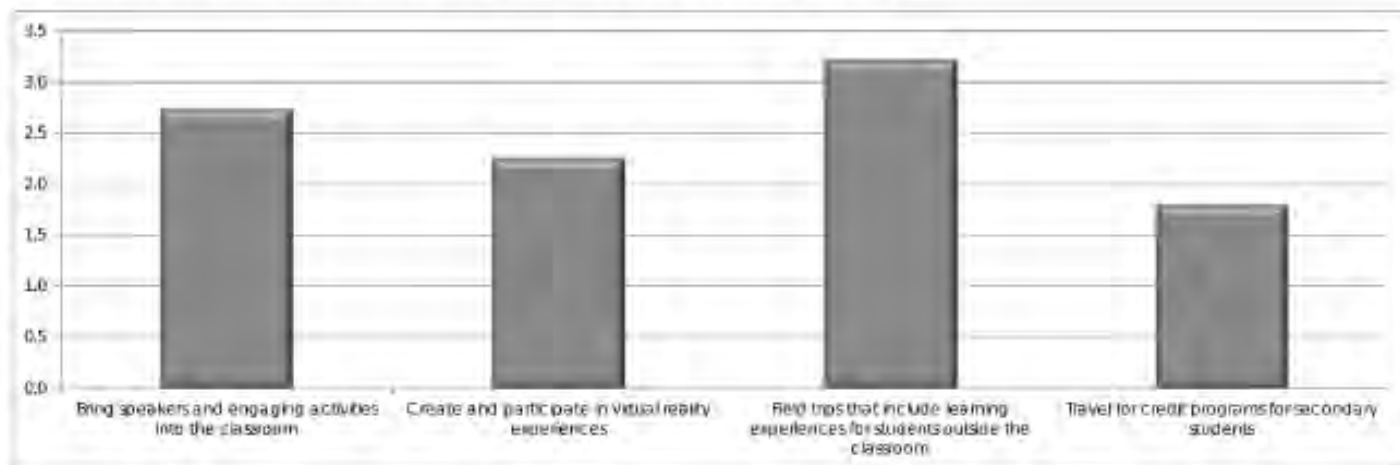


APPENDIX III: BUDGET CONSULTATION SURVEY RESULTS

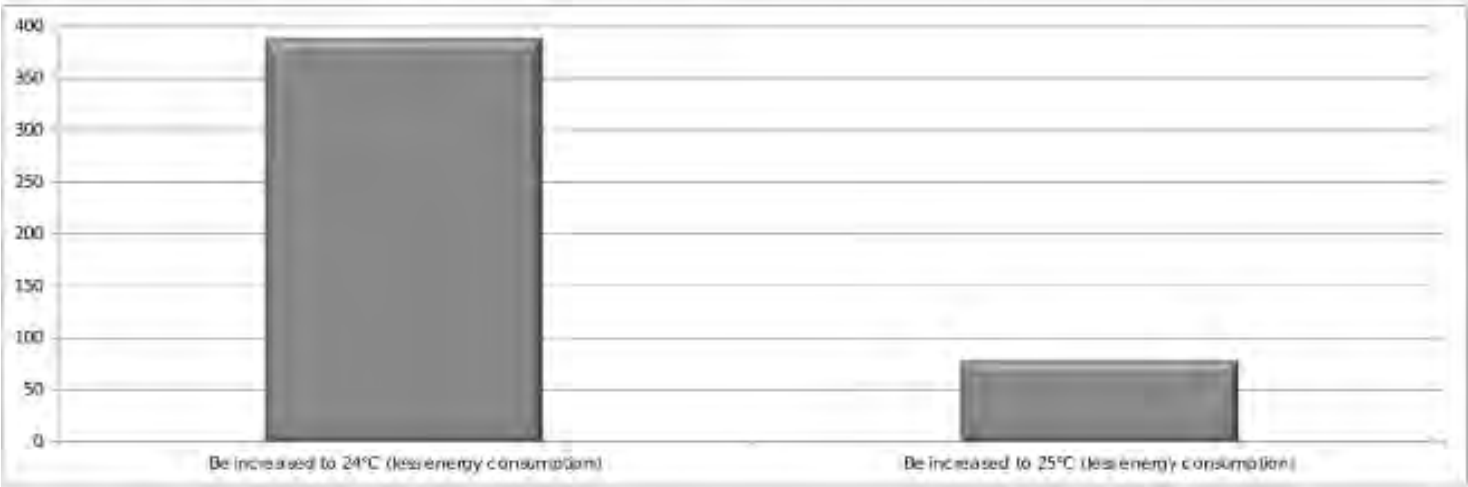
Please rank the following statements (1 to 4) relating to the improvement of high school graduation rates. There should be increased focus on:



Please rank (1 to 4) which are most beneficial for students in the area of experiential learning.



The Board, with the support of Sustainable Waterloo Region has committed to reducing greenhouse gas emissions by 1% per year. Managing air conditioning is one easy way to help meet this goal. From May to September, the set point for air conditioning is 23°C in schools where air conditioning exists. Please choose one of the following: Should the set point:



APPENDIX IV: CAPITAL AND DEBT DETAIL

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Land improvements	\$ 208,976	\$ 251,203	\$ 262,920	\$ 573,040
Buildings	9,636,774	10,853,393	10,731,110	13,227,952
Portable structures	432,903	696,136	208,259	93,473
First-time equipping	170,378	188,053	166,976	264,326
Equipment - 5 years	113,868	144,149	136,058	206,953
Equipment - 10 years	617,448	618,242	610,599	526,815
Equipment - 15 years	1,666	7,310	11,357	13,913
Furniture	35,070	46,979	56,394	68,092
Computer hardware	877,289	1,054,602	1,127,198	1,277,549
Computer software	36,506	43,608	50,384	99,077
Vehicles	66,124	61,327	101,282	96,025
Leasehold improvements	600,820	927,703	1,065,753	691,176
Leased buildings	788,430	788,430	788,430	715,364
Leased computers	94,736	47,368	-	-
Debt interest	4,234,814	5,934,163	3,505,710	3,120,778
Total expenditures	\$ 17,915,802	\$ 21,662,666	\$ 18,822,430	\$ 20,974,533

APPENDIX V: STUDENT TRANSPORTATION DETAIL

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Yellow bus transportation	\$ 4,501,967	\$ 4,815,617	\$ 5,167,653	\$ 5,394,539
Grand River Transit	47,660	33,919	80,000	53,000
Salaries and benefits	689,341	734,655	750,824	794,424
Taxis	161,867	183,928	173,428	199,804
Software contracts	60,087	51,778	21,645	22,902
Provincial schools	20,575	76,831	76,107	78,648
Rent	28,925	30,209	41,625	56,214
Legal, insurance and audit	9,875	11,195	7,665	8,874
School travel planning	16,476	16,412	34,687	26,660
Other	114,355	115,766	130,161	129,860
Total expenditures	\$ 5,651,128	\$ 6,070,310	\$ 6,483,795	\$ 6,764,925

APPENDIX VI:

BOARD ADMINISTRATION DETAIL

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 5,423,630	\$ 6,395,834	\$ 6,812,189	\$ 7,163,433
Legal and audit fees	202,518	567,653	269,745	215,810
Office supplies and photocopying	190,882	242,915	190,040	219,340
Phone expenses	127,486	96,213	237,590	606,412
Interest expenses	14,777	16,207	10,000	15,000
Professional development	122,745	144,499	139,605	88,355
Trustee expenses	118,301	120,798	130,450	121,750
Human Resources expenses	91,745	66,216	82,000	16,000
Travel expenses	53,467	61,047	68,600	71,600
IT fees and maintenance	161,192	188,854	74,743	435,149
Marketing and advertising	96,176	109,150	211,000	121,000
Memberships and subscriptions	27,112	27,803	32,875	34,445
Miscellaneous	102,645	68,403	60,600	42,857
Total expenditures	\$ 6,732,715	\$ 8,105,592	\$ 8,319,437	\$ 9,151,151

APPENDIX VII:

PROGRAM AND STUDENT SERVICES DETAIL

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 187,929,099	\$ 200,648,882	\$ 210,693,911	\$ 214,259,096
Contracts	2,621,743	3,837,479	3,653,518	3,630,028
Texts, learning materials	2,299,713	2,351,796	2,352,377	2,156,368
Furniture and equipment	1,014,855	1,390,289	591,692	1,124,175
Information technology	2,622,228	2,333,660	3,071,480	2,132,864
Staff development, memberships	1,716,850	1,812,059	1,935,052	1,350,175
Field trips and retreat expenses	575,264	584,191	341,682	482,037
Phone expenses	589,595	679,073	595,408	478,243
Supplies and photocopying	548,094	626,054	584,982	603,328
Travel expenses and parking	215,771	305,333	383,174	333,894
Human resources costs	168,472	(154,009)	297,500	260,500
Marketing	13,869	23,964	61,500	70,500
Total expenditures	\$ 200,315,553	\$ 214,438,771	\$ 224,562,276	\$ 226,881,208

APPENDIX VIII: FACILITY SERVICES DETAIL

	2016-2017 Actual	2017-2018 Actual	2018-2019 Estimates	2019-2020 Estimates
Salaries and benefits	\$ 11,926,038	\$ 12,283,139	\$ 12,766,046	\$ 13,183,963
Utilities - electricity	4,048,573	4,030,152	5,273,985	5,206,649
Utilities - natural gas	764,601	832,968	966,983	1,024,147
Utilities - water and sewage	575,558	636,917	690,747	740,267
Supplies	1,498,779	1,774,357	1,262,996	1,589,689
Snow removal	531,779	651,122	622,552	807,575
Insurance	777,855	582,627	585,060	560,409
Portable costs	188,876	1,018,292	630,000	1,038,000
Travel and vehicle expenses	194,310	222,686	490,500	257,500
Security	89,029	99,707	146,000	115,000
Waste removal	89,014	88,998	78,000	210,857
Furniture and equipment	322,548	515,451	498,000	410,000
Building repair and maintenance	544,063	403,412	649,348	789,350
Supplies and telephone	35,434	40,585	59,815	12,250
Professional development and other	34,857	27,722	45,800	25,850
Professional fees	372,939	42,900	72,750	96,400
Total expenditures	\$ 21,994,253	\$ 23,251,035	\$ 24,838,582	\$ 26,067,906

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APPENDIX IX: GLOSSARY OF COMMONLY USED TERMS

Revenue

Grants for Student Needs (GSN): GSN revenue is the main funding source for the Board and comes from the Ministry of Education. It is calculated based on formulas associated with average daily student enrolment (ADE), square footage, and salary and benefits benchmarks. There are 15 grants that comprise the overall GSN.

Targeted grants: Ministry of Education grants and Language Instruction for Newcomers (LINC), which are outside the GSN, are provided to address particular government initiatives. These grants may be one-time or may continue for several years. Generally, the Ministry will pilot funding through a targeted grant and will move the funding into the GSN if it is deemed to be a permanent initiative.

Local Municipal taxation: Local Municipal taxation is a component of cash flow for education funding that is generated by the collection of property taxes from residential and commercial properties within the Region. The Board does not have any control over the calculation or collection of these funds.

Tuition fees: Tuition fees consist of fees from international students as well as students and adults attending the Board's adult education centers.

Other revenues: Other revenues refer to all other revenue received by the Board. These amounts are not a significant source of funding and are comprised primarily of Extended Day Program fees, interest income, daycare rental fees and community facility rentals.

Capital

Long term debt: Long term debt refers to interest charges relating to the debt held by the Board. The Ministry has assumed all Board approved capital projects and therefore these interest costs are covered by an offsetting grant.

Minor tangible capital assets (mTCA): The capital budget contains depreciation on assets held by the Board, such as buildings and equipment. mTCA refers to all assets, with the exception of building construction, renovations, land and land improvements. The most significant assets within this classification are computers, vehicles, and small equipment.

Building additions and renovations: Buildings are the highest value asset the Board owns. This portion of the capital budget is determined by Ministry approved projects and smaller projects the Board may elect to undertake. The Long Term Accommodation Plan and the annual plan for school renewal serve as a comprehensive and sustainable forecast for school facility needs.

Expenditures

Salaries and benefits: Expenditures related to the cost for all staff and trustees. These costs are based on collective agreements, legislation, terms and conditions of employment, and employment contracts. Benefits refer to both legislated taxes such as EI, CPP, EHT, and as well as OMERS or Employee Life Health Trust (ELHT) costs.

School operations and maintenance: Expenditures are costs related to custodial and maintenance supplies for all sites as well as lease and rental costs for facilities and equipment.

Student transportation: Expenditures associated with transporting eligible students between home and school. This cost is reflective of the Board's share of the jointly operated transportation consortium, Student Transportation Services of Waterloo Region (STSWR).

Supplies: Expenditures related to educational learning materials such as textbooks and other classroom materials required to teach or for administrative purposes.

Fees and contracts: Expenditures consisting of external services required to meet obligations such as audit, legal, professional fees, software fees and contracts.

Utilities: Expenditures required to operate buildings, such as electricity, gas and water.

Technology: Expenditures related to information technology for both students and staff.

Staff development: Expenditures associated with providing internal or external professional development to staff.



Waterloo Catholic District School Board

Q U A L I T Y ~ I N C L U S I V E ~
F A I T H - B A S E D
E D U C A T I O N



35 Weber St. W.
Kitchener, ON N2A 3P6
519-578-3660
www.wcdsb.ca
Budget@wcdsb.ca

